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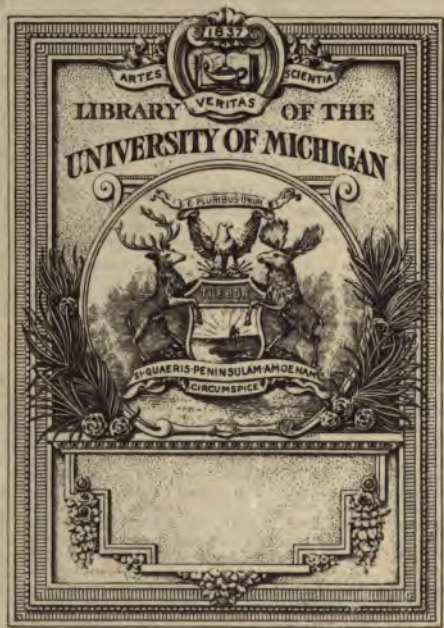

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EDITOR OF "A PRACTICAL HANDBOOK TO THE PRINCIPAL SCHOOLS;" "EVERY-DAY LIFE IN OUR PUBLIC SCHOOLS;" "SCHOOLS FOR GIRLS AND COLLEGES FOR WOMEN," ETC., ETC.

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INTRODUCTORY.

I HAVE frequently been asked, as the author of one or two books on our Public Schools, "Can you tell me how to proceed in the matter of getting my son elected into such a school?" or, "Will you advise me as to where I shall be likely to find a good school whose annual charges do not exceed twelve or fifteen guineas a year?" Such questions have come to me from strangers who have done me the favour to read some of my contributions to school literature; and, reading between the lines of their letters, I have judged the writers to be persons to whom the world has not been too lavish of its favours. In other words, my correspondents were of the number of those "to middle fortune born." They were, speaking generally, retired officers of the army and navy, a few professional and business men, with a sprinkling of literary toilers like myself: persons, in fact, of the Middle-classes.

That well-worn word of old-time respectability has seen but little service of late, having been somewhat elbowed out of the way by one of,

practically, the same meaning, with greater power to force its way into print—"the Working-man." The terms should be, and indeed are, in a sense, synonymous; though it may suit a political purpose, occasionally, to play off the rougher hard lot and straitened circumstances of the one against the smoother life and comparative comfort of the other. It would be a difficult matter precisely to define the limits of that great aggregate of English society known as the Middle-classes. In general, they may be supposed to include all ranks between the titled and landed aristocracy and those who earn a livelihood by manual labour. But so broad a definition can hardly be advanced without misgiving; and many exceptions might easily and fairly be taken to it. The boundaries which separate class from class in England are, in truth, so obscure and shifting, that to attempt to decide off-hand where one begins and another ends is to enter upon a task not likely to lead to any useful result, and of not much interest even if it were completed. Neither is such an inquiry pertinent to the matter in hand. The nice distinctions of society have nothing to do with the subject which I have to discuss, except in so far that this manual being specially intended for Middle-class people, it becomes essential to define the class in whose interest it has been written.

A recent writer on French politics has defined the Middle-classes of his country as follows: "The *rentiers*, persons living on the interest of their capital, and men who as masters or speculators gain by the labour of others." Now, if this definition were accepted as true of our own Middle-classes—and most assuredly it is not—it would serve my purpose briefly to say that this is exactly the class of persons I most wish to avoid. Such persons are in sufficiently easy circumstances to be well able to take care of themselves. But there is a very large section of English society, honourably and worthily bearing the title of gentlefolk, whose every-day needs are not one whit less pressing, or more easily met, than are those of the industrial classes below them. In its ranks will be found men and women of superior attainments, hard-working, energetic, thrifty, deserving. Their number will include not a few professional men, clergymen, doctors, and the like, with narrow means and large families; merchants in a small way of business and their clerks; and widow ladies left with children on their hands, who eke out a meagre subsistence by teaching, or receiving boarders, or letting lodgings—persons of honourable record with slender means. This is the class whose suffrages I humbly venture to solicit. It is a class that has no Board Schools (or, at least,

at present shrinks from availing itself of the privileges they afford,) though sufficiently taxed to support the necessities of those who have. Its modest homes are to be met with in every London suburb, and on the outskirts of most country towns, not seldom concealing overwhelming anxieties and troubles, the common lot of many, indeed, but none the easier to bear because, in their case, so carefully kept from the world's scrutiny. Its incomings, not always sure, but always scanty, generally administered with rigid economy, barely suffice to meet the inevitable demands of the landlord, the tax-collector, and the tradesman. The struggle to meet those demands is, by the large majority of the persons I have in view, as keenly, as bravely, and as strenuously pursued as by the hardest-worked, under-paid, manual labourer.

This, then, is the class (the writer himself belongs to it) in whose behalf this little book has been expressly compiled. The information it contains has been of some use to him; and he earnestly hopes it may prove of service to others. At all events it is published with that honest purpose.

CHARLES E. PASCOE.

London, November, 1883.

THE GREATER OPPORTUNITIES IN THE GREATER PUBLIC SCHOOLS.

It is not improbable—at all events, this is a pleasing anticipation which it can do no harm to encourage—that this book may fall into the hands of some father who passed the days of his own boyhood at one of the greater Public Schools. If so, he might not unnaturally desire to learn what chances there may now be of procuring for his son the same kind of education that he himself enjoyed when times were more prosperous with him and his.

> "Be it a weakness, it deserves some praise,
> We love the play-place of our early days;
> The scene is touching, and the heart is stone
> That feels not at that sight, and feels at none.
> The wall on which we tried our graving skill,
> The very name we carv'd subsisting still;
> The bench on which we sat while deep employ'd,
> Tho' mangled, hack'd, and hew'd, not yet destroy'd;
> The little ones, unbutton'd, glowing hot,
> Playing our games and on the very spot;
> As happy as we once—"

His son's chances are but remote, we fear, unless he happen to be gifted with unusual parts, and

to have a ready genius for early mastering the Greek and Latin tongues, and dealing with the intricacies of mathematical problems. As the cost of a boy's education at a Public School of the first rank—such, for example, as Eton, Harrow, Rugby, and the like—seldom falls short of £100 a year, and frequently considerably exceeds that sum, we shall here restrict ourselves solely to the consideration of the help afforded boys in those schools by means of Scholarships. But the prudent father will do well to bear in mind that, in nine cases out of ten—such is the fierce fire of competition in these days—boys have to be specially prepared in order to stand a chance of success in the examinations for Election. And, absurd as it may seem, the system of "coaching" these young gentlemen has been brought to such a pitch that it is no unusual thing for 100 and 120 guineas a year to be paid the tutors who lay themselves out for specially preparing boys for the Public Schools. One would have supposed that a person who could afford to spend such a sum in having a youth of ten or eleven years "coached" to compete for a Scholarship, would have the sense to send him to a Public School forthwith to fight his way upward to one by his own abilities. This, however, merely by the way, and as a note of warning to the prudent.

To begin with Eton. There are seventy scholars always on the Foundation; and the average number of yearly vacancies is about twelve. Election to these takes place annually on the last Monday in July. Candidates must be between the ages of twelve and fifteen, and for permission to compete application must be made to "The Clerk of the Governing Body, Eton College, Windsor." The subjects of examination are Latin Composition (Prose and Verse); Translation from Latin and Greek; Mathematics (including Arithmetic, Algebra, and Euclid); and "General Papers" (whatever these may mean), not limited to Latin and Greek Grammar and Parsing. The examination varies according to the age of the candidate, who is permitted the use of Dictionary, Gradus, Greek Lexicon, and Grammars on the Composition and Translation papers. Once elected to the Foundation, or "into College," as it is termed, a boy's expenses are purely personal, as he will receive free board and education within the College walls. But even this would probably mean, at an aristocratic school like Eton, an expenditure of hardly less than £60 a year on the parent's part.

Winchester College has also seventy Foundation Scholarships, with eleven yearly vacancies, open to competition of boys of twelve to fourteen years of age, whether already in the school or not. Every

candidate must give notice of his desire to compete on or before the last day of June in each year, by letter addressed to "The Rev. G. Richardson, M.A., The College, Winchester;" and the examination is held in July. The subjects of examination are Elementary Religious Knowledge; Dictation; Arithmetic, Algebra, and Geometry; Latin Composition (Prose and Verse); Construing and Parsing in Greek and Latin; French Grammar (Parsing and Easy Translation); Outlines of Geography and English History. Each scholar pays yearly £21 in advance: *i.e.*, £7 at beginning of each term. This done, he is maintained during his whole stay at Winchester out of the College revenues.

Westminster School, with its three centuries of scholastic fame, offers many advantages to parents living in or near London. It has forty Foundation Scholarships, with twelve or more yearly vacancies: but candidates for these "are required ordinarily to have been a year previously in the school." So that a boy must needs be a "Westminster boy" before he can offer himself as a candidate for election as Queen's Scholar. The age for admission into the ordinary ranks of Westminster School is from eight to fifteen: and candidates for the Scholarships must be under the latter age. The fixed expenses of a Queen's Scholar are £30 annually, payable half-

yearly in advance: and the aggregate yearly expenses of a "Home Boarder," about £50 a year. A parent living in London must be in a position, therefore, to set aside at least that sum annually at first, if he has hopes of getting his son elected to a Queen's Scholarship at Westminster.

At Shrewsbury School, only the sons of Shrewsbury burgesses are at present eligible to the Foundation. In the absence of properly qualified candidates, the Governors may elect Foundationers. But a person would have to reside at Shrewsbury to reap the benefits of the excellent and cheap education that this school affords.

Both Rugby and Harrow Schools offer help to clever boys, in the way of lessening the expenses of their education and maintenance: Rugby, nine Scholarships for competition every June; and Harrow, six for competition annually on the Tuesday before Easter. In the case of Rugby, the Scholarships are two Classical of £80 a year each; two Classical, one Mathematical of £50 a year each; and one Classical, one Mathematical, one French, one Natural Science of £20 a year each. Candidates must be under fifteen on July 1st. Allowance for age is made in election to all Scholarships; no special books are suggested; "the papers are set (so say the authorities) with a view to

well-taught boys between thirteen and fourteen." We may estimate the exact value of these Scholarships as follows:—The annual expenses of a boy's board and education at Rugby School amount to £119 7s. Deduct from this sum the value of a Scholarship as above, and the result shows the annual cost with such help allowed. It will thus be seen that, under the most favourable circumstances, a Rugby "Scholar's" education costs not less than from £40 to £50 a year, exclusive of travelling and pocket-money.

In the case of Harrow, of the six Scholarships annually offered, some are of not less than £60 a year, the rest of not less than £30 a year. Candidates must be under fourteen on January 1st previous to election. The subjects of examination on the Classical side are Translation from Latin and Greek, and Latin Composition (Prose and Verse), with permission to use Dictionary, Gradus, Lexicon (but not Grammar) in the preparation of the exercises. On the Modern side the subjects are Mathematics (including Arithmetic and easy Algebra, and Euclid), French, and any one subject either of History or Science. The ordinary annual expenses of a boy's board and education at Harrow School never fall short of £113. So that here again, under the most favourable circumstances—that is to say, with a

Scholarship of £60 a year to help him along, the cost to his parents will never fall below £53 a year, exclusive of personal expenses.

Charterhouse School, an excellent school of long established fame, reconstituted within recent years under very favourable conditions at Godalming, in Surrey, offers thirty entrance Scholarships of the value of £60 per annum, for which there are ordinarily from ten to twelve vacancies. Candidates who compete for these must be between twelve and fourteen years of age. Public notice of the date of examination, and of the number of vacancies, is given by advertisement in the London daily newspapers at least three months previous to July in each year, and the subjects of examination are Latin, French, English, and Arithmetic. The ordinary annual expenses of a boy at Charterhouse being £100 a year, a "Scholar's" would amount to about £40.

The foregoing examples suffice, therefore, to show that in no case can a boy be maintained and educated at an English Public School of the first rank for less than from £45 to £60 a year. And this only where he is fortunate enough to succeed in an examination, in which there are many competitors (probably seldom fewer than three for one vacancy), and the requirements of which, if not very exacting, are at least sufficiently strict to prevent any but a

clever lad from fulfilling. But where a boy discovers more than ordinary ability, and has the opportunity of being well-grounded in elementary classics and mathematics at home, or in a good day-school, and his parents can spare the necessary yearly outlay, there are few openings so full of promise as those which a Scholarship at one of the great Public Schools affords. Given the clever lad and the essential money, the Scholarship won is the first sure step on the ladder that leads to future independence.

THE LESSER OPPORTUNITIES IN THE OTHER PUBLIC SCHOOLS.

BUT all clever boys cannot be "Collegers" of Eton or "Scholars" of Harrow; nor, on the whole, is it desirable that they should, seeing that those institutions, famous as they are, belong now rather to the aristocracy than to those "placed between the small and great;" and fortunately there are other opportunities elsewhere. Only recently, for example, it was announced by the Committee of the Head Masters' Conference that Prize Scholarships will be offered by several Public Schools to boys who come out well in the Oxford and Cambridge Local Examinations. We have no particular liking for the Competitive Examination mania which now equally affects boys and girls, as well as grown-up men and women. No other means however, having been as yet devised for distributing the lesser prizes of life except through the agency of these educational contests, whatever evil there is in the system must of necessity be submitted to.

In the plan lately promulgated there is a certain resemblance to the arrangement which has for some years been in operation at the Universities, where certain Colleges give Scholarships to boys who have distinguished themselves in the Senior Local Examinations. In like manner, it is announced by the Head Master of Marlborough, on behalf of certain of his fellow head masters, that the following schools offer Scholarships to boys distinguished in the Junior Local Examinations. Except where otherwise stated, it is to be understood that "each Scholarship is of such annual value as to reduce the total school expenses to a sum of from £25 to £30 a year;" and that only one such scholar will be kept on the books of the school granting the Scholarship at the same time.

1. Clifton College—Offers a Scholarship, value £50, with augmentation where necessary.

2. Cranbrook Grammar School.

3. Dulwich College—Will consider any case of a suitable boy from the privileged parishes—those, namely, of St. Giles, Camberwell; St. Botolph, Bishopsgate; St. Luke, Finsbury; and St. Saviour's, Southwark—with the view of remitting his fees.

4. Epsom (Medical Benevolent College)—For a boy who is eligible for an Exhibition under the bye-laws of the College.

5. Felsted School—Will take a boy up to sixteen who has taken Honours in Latin and Greek, or Latin and French, or Mathematics.

6. Haileybury College.

7. Lancaster Grammar School.

8. London International College, Spring Grove, Isleworth—About every third year would receive a candidate, with some knowledge of modern languages preferred.

9. London: King's College—Annually two of £12 each, reducing the ordinary school charges from £24 to £12.

10. London: Mill Hill School—For a boy who has passed in Religious Knowledge, Latin, Greek, and Mathematics, with distinction in one of these subjects.

11. Marlborough College—For the son of a clergyman.

12. Rossall School—The scholar will be educated free of cost, except for personal expenses, including books.

13. Shrewsbury School—For a boy who has obtained honours in Latin and Greek.

14. Uppingham School—Value £90, one every three years for three years, renewable if thought fit by both parties.

15. Wellington College—One annually for the son

of an officer, eligible under the conditions of the charter.

16. Westminster School—One annually for a day-scholar, giving free education, and possibly some help for clothes and books.

17. Winchester College — Value £70 (out of £112), to be given in the summer.

The Head Masters of Heversham, Sedbergh, and Tonbridge Schools offer to make reductions of fees for suitable boys by private arrangement.

No boy is eligible for one of these Scholarships who will be fifteen years of age before the time when he is required to enter the school which provides the Scholarship; nor will any boy be received under these terms "whose parents are in easy circumstances."

Here, then, are possibilities; and "possibilities," as Sir Hugh Evans says, "is good gifts." The thing is to utilise these gifts. How may it be done? It may best be done in our opinion by entering a boy at a school whose teaching is sufficiently sound to give some promise of its senior scholars passing with credit the examinations for Junior Candidates organised under direction of the Universities.

And there are such schools—"Private-adventure schools" (as they are sometimes called) as well as the lesser Grammar schools—to be found in almost

every town in the kingdom. In some cases, however, it may not be worth while to remove a lad from a school where he is getting on well, and in which his prospects are good, to another whose status is but a rank above it, and which can offer no prospects of a better education or of higher advancement to the University. It is certainly an honour to be elected to a Scholarship at Winchester College, but one that in some circumstances may be dearly purchased at £52 a year, the difference between £112, the total of a boy's expenses there, and £70, the value of Winchester's gift. In the foregoing category, we prefer the offer of Westminster to any other; and think it shows consideration and forethought, and reflects much credit on the authorities of that school. It bodes well for the future success of that famous and somewhat conservative institution when it answers the growing demands of the day, for a more enlarged system of education, by a policy and concession at once so enlightened and philanthropic. Faint as may be the echo at present, there is the true ring about that suggestion of "help for clothes and books" which deserves to reach the ears of the governing bodies and head masters of every great endowed school in England. In a few years, perhaps, if the example of Westminster be followed

(and we trust the possibility that the Head Master speaks of will be made a certainty), we may find a poor scholar who began his education in a Board School standing among the first in the Honours lists of Oxford or Cambridge. When that time comes, we shall have reached the distant goal to which the proposal of Westminster School now generously points the way.

But these reflections are hardly to the main point. If it suit the reader's whim, however, to ponder them, he will find that they embody no new idea, but, on the contrary, a very old one somewhat improved upon. As a matter of fact, the great English foundation schools were, at the outset, set apart wholly for poor scholars; and Charterhouse, for example, one of the more famous of the earliest, in addition to free board, lodging, and education, provided clothes for its foundationers; and this, too, down to quite recent times. Christ's Hospital is one of the last of the wealthier endowed schools which has retained the latter custom, in a dress worn by its boys that dates from the days of the Tudors. Of course, if the circumstances of the parents of a successful candidate for the Westminster Scholarship were such that the "clothes" would be a real help to him (as to the books there can be no doubt, for we all, rich and poor alike, are grateful

for these), the gift might be made in money and not in kind.

Having thus briefly considered a boy's opportunities of reaching a Public School through the ranks of the ordinary Private day, or lesser Grammar school, it only remains to be said, that a parent wishing to secure these advantages for his son must be prepared to set aside annually from £25 to £40 for three years at least, for the lad's education. We should be inclined to name the latter sum as being the more likely to cover all contingencies, that is to say in respect of board, education, book, travelling expenses, and the usual school subscriptions.

Summarising, then, the information given in the present and preceding chapter, the result shows that a scholarship at a Public School (unless in the case of resident parents, as in London, Dulwich, Clifton, Shrewsbury, etc.) will involve an outlay of not less than £30 a year. That is the limit named by the Head Master of Marlborough School. We prefer, as we have said, to place it £10 higher. But supposing it to be so, a boy well-educated and maintained (to say nothing of the minor advantages he will reap) at a Public School for an outlay of £40 a year is a prize well worth the striving for. And, as all boys must perforce

go to some school, it might be well for the parent to have an eye towards those which show the quality of their pupils' work in the published class-lists of the Oxford and Cambridge Local Examinations. These, judging from some papers (to be found in the Appendix) we have glanced at, ought not to be very difficult to master, varying little, if at all, from those which a boy between fourteen and fifteen has periodically to pass in any well-ordered day school.

Nearly all good day-schools now send up candidates to the Local Examinations, and in making selection of one, the parent should look to the master for this guarantee of his school's efficiency.

YEARLY EXPENSES IN THE AVERAGE MIDDLE-CLASS SCHOOL.

WRITING of the Public Schools of his time, the poet Cowper—he was educated at Westminster, whose "Dormitory" life was wretched enough—says, "Great schools suit best the sturdy and the rough." And he was right in regard to the schools of his day; and the remark would have held good of some of a much more recent period. The rude scuffled through with ease enough; but to the gentler spirits the life was well-nigh unendurable. All this, however, has now been changed. A larger interest shown in the subject on the part of the public and a more judicious system of school discipline have wrought wonders in reforming the rougher side of Public School life. A boy the most meek and bashful need have no fear now that his lines will fall in less pleasant places than those of his more sturdy and stouter-hearted school-fellows.

It is clear, however, that all our sons cannot hope to obtain even that aid towards a Public School

education which has been discussed in the last chapter, and which a fair measure of ability, and application, on a boy's part may undoubtedly secure. The next best thing, then, to be done is to look around for a school where the fees are not too high, while sufficiently fair to insure proper instruction and discipline from the schoolmaster. As an example of what may be had in the way of a liberal education at a very moderate charge to the parent, let us take the case of "Merchant Taylors'," one of the older Foundation schools of London. This, perhaps, is hardly a fair illustration, as "Merchant Taylors'" has the immense advantage of being mainly supported by one of the wealthiest of the city companies. Still, it can do no harm to consider this school's charges. A boy, in order to obtain admission, must be presented by a member of the Court of Assistants, the list of which may be obtained on personal application to the Clerk of the Company, Merchant Taylors' Hall, Threadneedle Street, City. There is an upper and a lower school, promotion from the latter to the former taking place twice a year, according to individual proficiency. An entrance fee of £3 has first to be paid, and thereafter £12 12s. per annum in the lower, and £15 15s. per annum for a boy in the upper school. In addition, books have to be paid for. Dinner may be had on the

school premises at a charge of 10d. per day. So that, to a parent living in the London suburbs, the charges for a boy at Merchant Taylors' would stand somewhat as follows:

	£	s.	d.
Second-class travelling expenses for one year (say)	10	0	0
Dinner four days a week for forty weeks, *i.e.* exclusive of holidays	7	0	0
School tuition	15	15	0
Total	£32	15	0

Or about £8 per quarter, payable in advance. This amount can hardly be reduced (and it seems sufficiently reasonable), unless a parent happen to be living in London itself. It is well to add that the school of the Merchant Taylors is rich in Scholarships, offering four of £30 and six of £15 yearly, tenable at the school—opportunities again for the industrious and painstaking—and twenty-one of £100 yearly, tenable at St. John's College, Oxford.

At the City of London School—the noble new buildings of which, recently opened on the Thames Embankment, at Blackfriars, have taken the place of the older schoolrooms in Milk Street, Cheapside—the school fees are lower than those of the preceding. This, indeed, is one of the cheapest and best of the London schools, for which, as in many other

things, the citizens are indebted to the much-abused Corporation. The school fees are but £10 10s. a year; the only extra charge being for instruction in drawing, £2 2s. Here the yearly account would be as follows:

	£	s.	d.
Second-class railway fare, &c. (say) ..	10	0	0
Dinners in London (say)	7	0	0
School tuition	12	0	0
Total	£29	0	0

There are a large number of Scholarships both in, and from, the school. We have elsewhere remarked in writing on the subject of Public Schools, that there is no educational institution for boys in London which offers so many advantages, and opens such prospects of advancement, to the deserving poor scholar, at so moderate an outlay to the parent, as does the City of London School. The mode of admission is by application, according to a form to be obtained of the Secretary at the school. The avowed object of this institution is to furnish a liberal and useful education for the sons of respectable persons who are engaged in professional, commercial, or trading pursuits, without the necessity of removing them from the care and control of their parents.

The charges at St. Paul's School, another London

foundation of high reputation, are a little higher. Here the entrance fee is £1, and the tuition fees are £20 a year. The yearly bill will, for a day-boy, be scarcely less than £40. Application for admission should be made to the Clerk of the Mercers' Company, Mercers' Hall, London, E.C.

Two other well-known London schools, ranking with the foregoing, are King's College School and University College School. The yearly expenses of a boy living in the suburbs entering at either would be as follows:—

King's College School:

	£	s.	d.
Travelling expenses	10	0	0
Dinner (five days a week) at £3 6s. a term	9	18	0
Entrance fees	2	13	6
Ordinary tuition	24	0	0
Total	£46	11	6

University College School:

	£	s.	d.
Travelling expenses	10	0	0
Dinner (five days a week) for forty weeks, at 1s. a day	10	0	0
Ordinary tuition	25	4	0
Total	£45	4	0

Neither of these totals could be conveniently reduced, except, perhaps, in the first two items, and probably by only a small amount, say, £4. A

parent would be safe in calculating that the expenses at either school would be not less than £15 per term, or £45 per annum. And there would possibly be an increase in that sum for necessary extras, as the boy's progress brought him within the upper classes.

Outside of London there is no town in the kingdom which has so many good and economical schools for boys and girls as Bedford. Of the former class there are three—the Bedford County School, Bedford Grammar School, and Bedford Modern School. The two last are endowed; the first is governed by a company, of which Earl Cowper is chairman. The County School's charges for "tuition, board, and washing, use of books, ordinary medical attendance and medicine, repairs of linen and of dress," are for boys from the counties of Beds, Bucks, Herts, Cambs, Northants, and Hunts, £37 16s. per annum; for all others, £40 per annum. The total charges for board and tuition at the Grammar School amount to £72 per annum for boys under thirteen, £78 15s. for boys above that age; entrance fee, £2. The total fees payable by day-boys are but £9 and £12 per annum, according to age. The total annual charges at the Modern School are, for boarders under thirteen, £50; over that age, £60. The annual fees for day-boys, who must be *bonâ-fide* residents of the

town or neighbourhood, amount to £3, £5, and £6 respectively, according as the boy is under thirteen, above thirteen, or above sixteen years of age.

Mill Hill School (Middlesex, N.W.), founded in 1807 for the education of sons of Protestant Evangelical Dissenters, which has reached a high place among the modern English Public Schools, receives both boarders and day-boys. For the former the total yearly charges are: board and tuition in the "School-House," boys under eleven, £56 14s.; under fourteen, £69 6s.; and above fourteen, £86 1s.—board and tuition in the "Boarding-house," 90 to 100 guineas per annum. Tuition and partial board of day-boys under fourteen, £31 10s.; and above that age, £40 19s.

Another school of a different kind which should receive some notice in this chapter is the King's School, Canterbury, an ancient foundation, where a painstaking lad of ability has many advantages open to him. Here the obligatory school fees are £15 15s. per annum, and the charge for board in the Head Master's house, inclusive of some necessary extras, is about £60. Total yearly charges for a boarder, say, £75. But this sum may be considerably reduced if the boy be fortunate enough to gain a Foundation Scholarship, of which there are fifty, *viz.*, twenty-five "probationary," of £10 4s. 8d.;

fifteen "junior," of £15 15s.; and ten "senior," of £30 per annum respectively.

Recapitulating the main points of the foregoing examples of schools where the education afforded is sufficiently good, and the advertised fees are fairly moderate, we have the following table of annual charges, upon which it will be safe to form an opinion as to the cost of educating a boy in a good Middle-class English School.

DAY:	Per Annum. £	s.	d.
City of London School	29	0	0
Merchant Taylors' School..	32	15	0
St. Paul's School	40	0	0
University College School	45	4	0
King's College School	46	11	6
BOARDING:			
Bedford County School	*40	0	0
Bedford Modern School	60	0	0
Bedford Grammar School..	78	15	0
King's School, Canterbury	75	0	0
Mill Hill School	86	1	0

In every case the larger limit of expense has been preferred to the smaller, as best providing for all probable contingencies. It seems, then, that it would be extremely difficult to obtain anywhere in England a really good education for boys of the middle-classes in a day school for less than, say

* It is right to say that this is exceptionally low, and far below the average of most schools.

£15 15s. a year, and in a good boarding school for less than say, £50 a year. The average in each case would be about £20 and £60; or, following the fashion of the modern division of the school year, £6 13s. 4d. and £20 per term respectively. No doubt there are in some towns private schools where the charges may be somewhat less, but it would not be safe to infer this, taking into consideration the cost of living, house rent, salaries to masters, and the like. Cheapness and goodness are qualities seldom united in matters of board and education, and he who looks for them so combined will be hardly likely to reap much profit for his son.

FREE EDUCATION: CHRIST'S HOSPITAL.

It has been computed that the parents of a boy who receives a Governor's presentation to Christ's Hospital have a present gift made to them of from £300 to £400. Allowing that the boy enters at the age of nine, and remains till he is fifteen, neither sum would be very wide of the mark. And here is the reason why so many worthy people desire to get their sons into Christ's Hospital, and so few succeed in doing so. Most of us would be willing to receive a cheque for that amount of money towards defraying the cost of a son's education; and the Governors of Christ's Hospital being, as a rule, sound men of business, and fully alive to the fact, bestow their presentations, for the most part, on the children of the truly necessitous and deserving.

A report printed for the use of the School Board of London shows that, within a given period of three years, there were received into this school sixty orphan children of professional men, clergymen, and naval and military officers. Of the families of these,

eleven are stated to be without any assured income, and the remaining forty-nine to have incomes not exceeding an average of £172 per annum; the two highest being under £500 and £400 respectively, the former being the case of an officer dying and leaving a widow and six children, and the latter of a clergyman deceased leaving a widow and seven children. Of 132 presentations made to the school during the same period, of children drawn from the same three classes, and whose parents were living, six of these are stated to be without any assured income, and of the remaining 126, the income averaged less than £244 a year. Within the like period, there were received 293 children of tradesmen, including deceased merchants, clerks, and persons maintained by salaries. Of such children eighty-four were orphans, of whom twenty-four are stated to be without any provision, and sixty to be the sons of persons whose income averages £112 a year. Of the remaining 205, whose parents were living, eighteen are stated to be children without any provision, and 151 to be the sons of parents whose income averages less than £181 a year.

The foregoing facts, taken from an authentic source, will enable a parent to form some idea of the qualifications necessary for a boy's admission to Christ's Hospital. If these are sometimes set aside,

as no doubt occasionally is the case, the fault rests chiefly with those who, having adequate means of educating and maintaining their sons, importune the Governors for that aid which might be more worthily bestowed on others.

The general regulations for admission to Christ's Hospital are the following:—

A boy must be between eight and ten years of age, and free from disease as well as from any physical defect which would render him unable to take care of himself.* His parents (if one or both be living) must be without adequate means of educating and maintaining him, and the candidate himself must be without such means of his own. The Committee of Almoners particularly request that persons who are in no real need of assistance from a charitable Foundation like Christ's Hospital, and have no fair ground of claim from reverse of circumstances, inadequacy of means, or the like, for aid from others in the maintenance and education of their children, will refrain from asking the Governors for Presentations or seeking the admission of their children into the Hospital. Parents and others who apply by letter to Governors for Pre-

* These points are ascertained by an examination made by the Medical Officers at the Hospital the day previous to the meeting of the Governors for the admission of candidates.

sentations should state their cases clearly and fully, but without needless detail, and should in each letter mention the number of their dependent children and the full name and age of the particular boy whom it is desired to benefit; and they are requested to understand in the event of receiving no answer that their applications cannot be complied with.

It should be added that the privilege of nominating or presenting children for admission being exercised by the Governors in their individual capacity (although subject in each case to the consideration and veto of the Governors assembled), applications for Presentations are not to be addressed to the Governors generally, as a body, or to the Committee; but a Presentation is to be sought from an individual Governor. A General List containing the names of all the Governors, but not indicating their turns for Presentations, is published at the counting-house of the Hospital, at a charge of 2s. 6d., and can be procured at any time. A list of the Governors in turn to bestow Presentations is likewise published there, usually about the middle of March in each year, price 1s.

The Presentation being secured, a written statement, showing the amount, or average amount, of the parental income, with particulars of its source

or sources, the total number of children in the family, and of these how many are still young and dependent, and any other relevant circumstances, is in each case required to be made in the petition on the form of Presentation, for the consideration of the Court or Committee of Governors, who have the power to reject any case which they may not deem a proper one for admission to the charitable advantages of Christ's Hospital.

The form of Presentation is obtained from the individual Governor presenting, who inscribes the boy's name on the form with a statement, that in his (the Governor's) conscientious belief the boy so presented is a proper object for admission into the Hospital. Certificates of the parents' marriage, and of the boy's birth and baptism, have in all cases to be produced before the boy's admission, and permanently deposited at the Hospital counting-house with his Presentation.

Admissions of boys take place at meetings of the Governors, held in February, March, April, May, June, September, October, and November. (No admissions in January, July, August, or December.)

All boys are required, as a preliminary to admission, to pass an examination as to their attainments; such examination being graduated according to age,

the subjects in which they are examined being as follows:

Between eight and nine years of age.—To be able to read with facility any elementary book, to write legibly, and to say the Multiplication Table.

Between nine and ten years of age.—In addition to the foregoing, to be able to spell fairly from dictation and to work the Four Simple Rules of Arithmetic. Although the Latin Accidence is not made an obligatory subject, yet it will be of advantage to boys to offer themselves for examination in the elements of Latin Grammar, in addition to the several subjects above mentioned. The Latin Grammar used is Dr. W. Smith's "Principia Latina."

The admission of any boy who may fail in the educational examination which applies to the particular case, as specified, or who may not be passed by the medical officers, will necessarily be postponed; and a boy who cannot successfully pass the educational examination by the age of eleven years, will be deemed inadmissible.

If this little book should meet a want, and have the good fortune to find a corner on the bookshelf among the more-trusted reference-books of the family library, it is not improbable that before it passes into the author's hands again for revision, Christ's Hospital, as it now exists, will

be an institution of the past. According to a scheme of Her Majesty's Charity Commissioners, the school in Newgate Street will be abolished. In place of it buildings are to be erected within a convenient distance of London capable of receiving one thousand boys as boarders. There is to be an Upper or "Grecian" School for two hundred boys; a "Middle School" for four hundred boys; and a "Lower School" for four hundred boys. The places in the lower school are to be filled by presentations of Donation and Special Governors and others, much as at present. Of the four hundred places in the middle school, two hundred are to be allotted to boys to be promoted from the lower school; forty boys to be nominated by the Council of Almoners of the Hospital, such boys being sons of persons distinguished in Literature, Science, or Art, or in the public service of their country, which persons have left their families insufficiently provided for; one hundred places to be allotted to be competed for by poor boys nominated for competition by the Governors; and sixty places to be competed for by boys (not over thirteen years of age) having been educated for at least three years preceding such competition in Public Elementary Schools in the Metropolis. Of the two hundred places in the upper or Grecian school, one hundred are to be

allotted to boys promoted from the middle school, twenty to the sons of persons distinguished in Literature, Science, or Art, or the Public Service, who are in poor circumstances; and eighty places to be allotted to paying scholars, to be competed for among boys nominated by the Governors. Free maintenance, instruction, and clothing are to be provided for all, except paying scholars; and the latter are to pay (for maintenance and instruction) fees of not less than £40, nor more than £50, per annum.

In this manner will Christ's Hospital, which has stood on its present site in Newgate Street for the space of more than three centuries, be dealt with. And it would not be easy to suggest a more equitable arrangement. All classes of the community seem to have been considered in the proposed scheme; and the vested rights of the donation and other Governors have been duly respected. The quaint dress of the blue coat and yellow stockings, suitable enough to Tudor times, but hardly so to the age of Victoria, will be abolished.

SPECIAL AID IN SPECIAL CASES.

WELLINGTON COLLEGE, ROYAL NAVAL SCHOOL, MARLBOROUGH COLLEGE, AND EPSOM COLLEGE.

THERE are one or two of the larger Public Schools which offer advantages in the way of free maintenance and education, or in reducing their cost, but these advantages are reserved solely to the sons of persons of a stated class. Among such Schools, Wellington College, near Wokingham, occupies the foremost place, though a foundation of comparatively recent date. It was originated by public subscription, some twenty years or so ago, in memory of the great Duke of Wellington, for the education of the sons of deceased officers who have borne commissions in the Queen's army, or who served in the army of the Honourable East India Company, at that time in existence. With the non-Foundationers' part of the school scheme we have nothing to do, as being outside the scope of this book. As to the Foundationers, who are boarded and educated free of all charge, none other

but sons of officers who within five years of their death have been either on full or half-pay, are eligible. Candidates must be not below nine nor above twelve years of age. The age is reckoned by date of the election by the Governors, and such election is in every case conditional on the boy passing an entrance examination. Election is made by the Governors present at half-yearly meetings held for that purpose in March and June of each year. All canvassing is forbidden, and applicants are warned that by resorting to the practice they will endanger their prospect of success. The Royal Commissioners of the Patriotic Fund have the privilege of having always eighteen boys of their nomination, sons of deceased officers of Her Majesty's army, on the foundation of the college, subject to a payment of £5 annually for each boy. Application for admission of Foundationers should be made to the Secretary of Wellington College, Treasury, Whitehall, from whom particulars and forms may be obtained.

It will not be amiss to give here, for the guidance of parents, the Standards of Examination, which are as follows:—*Standard I.* (Age, 9—10): 1. Reading and Spelling, good reading indispensable; 2. Simple Addition and Subtraction, and the Multiplication Table. *Standard II.* (Age, 10—11): 1. Reading, Writing, and Spelling; 2. Arithmetic (four first simple rules);

3. Either Latin Grammar to end of 1st Conjugation; or French Grammar to end of the verbs *être*, *avoir*, and *parler*, construing very easy sentences with a Dictionary and doing exercises in easy combinations of French words. *Standard III.* (Age, 11—12): 1. Reading, Writing, and Spelling; 2. Arithmetic to end of Reduction; 3. Either Latin Grammar to end of regular verbs, construing very easy sentences with Dictionary, and translation into Latin of easy sentences of not more than ten words, Latin words given; or both Latin and French to Standard II.

On promotion from the Preparatory School to the College, boys are required to pass the following Standard:—1. Dictation, with efficiency in Writing and Spelling; 2. Arithmetic to end of Fractions (abstract); 3. French to Standard II.; Latin, accidence—translation of easy sentences of not more than two lines from and into Latin. Dictionary allowed or Latin words given; 5. Either Greek Grammar—Substantives, Adjectives, Comparison of Adjectives and Pronouns; or Arithmetic to end of Fractions and easy sums in Decimals. A paper is set or some questions asked in all Standards on the elements of Bible History, English History, and Geography. Intelligence shown in the answers may compensate for some deficiency in other subjects. On behalf of all candidates for election to the Foun-

dation a certificate from their last instructor must be forwarded to the Secretary, to the effect that the boy can pass the prescribed standard of examination.

The Royal Naval School, at New Cross, Kent, a similar institution to the above, although, from unavoidable causes, it has hardly attained the like distinction, was projected in 1831 by the late Captain W. H. Dickson, R.N. Its primary object is to board and educate the sons of Naval and Marine officers in necessitous circumstances, qualifying them, at the least possible expense, for any pursuit, giving a preference to the orphans of those who have fallen in their country's service. Had the Royal Naval School been projected at the death of our great naval hero, as Wellington College was in memory of our great military commander, it is possible that a similar result might have been achieved, and a large sum of money secured as an endowment. But the former school was established under no incitement to enthusiasm, and it has depended upon its intrinsic merits for a gradual development of its usefulness. The Naval Service, though a noble profession, is also admittedly a poor one, yet an eighth of the whole body of its officers has contributed, to the extent of their limited means, to support this good work, in which they have been assisted by civilians and public companies, whose

recollection of what the Navy has done to promote the greatness and glory of England has not been dimmed by the lapse of years.

By Act of Parliament, the Royal Naval School is bound, in virtue of a grant from "Lloyd's Patriotic Fund," to board and educate twelve boys gratuitously in perpetuity; and in virtue of donations of £500 from Life Governors, three other Pupils are gratuitously maintained. The School is bound also, by Act of Parliament, in consideration of an amount received from the "Royal Patriotic Fund," to board and educate seven Pupils in perpetuity, on an annual payment of £7 from each. The office of the Secretary of "Lloyd's Patriotic Fund" is at No. 14, Cornhill, London, E.C.; and that of the Secretary of the "Royal Patriotic Fund" at No. 3, St. Martin's Place, Trafalgar Square, W.C.

Applications for these Presentations must be made direct to the respective offices.

Her Majesty has the right of always having one nominee, the son of a Naval or Marine officer, of ward-room rank, boarded and educated at the School gratuitously; and the Prince of Wales and the Duke of Edinburgh, in virtue of their donations of £500 each, are Life Governors, and are each entitled during life to the like privilege.

And there is an "Ogle" scholarship, conferring

gratuitous board and education on the elected candidate, who must be the son of a post-captain, Royal Navy.

In addition to these benefits, a certain number of candidates are annually elected by contributors to the school-fund to the list of boys who receive board and tuition in the school at £15 per annum. One vote is given for an annual subscription of 5s., and one vote for a donation of two guineas paid in one sum, and in the like proportion for additional annual subscriptions and donations. The number of votes to which each contributor is entitled can be ascertained from the amount of his contributions stated in a list, to be had from the Secretary of the school, price 1s.

The elections take place annually in November. A list of the candidates and a voting paper are sent to contributors before the election. All persons can vote who become contributors before the day of election, and voters absent from England may authorise any friend or relative to vote in their stead.

Marlborough College, one of the best known of the more modern Public Schools, provides board and education for a certain number of sons of Clergymen, at a fixed charge of £50 per annum. Annually, in December, there is an election to fifteen Scholar-

ships: the first seven of which, if obtained by candidates not already in the College, become tenable immediately after the Christmas holidays, and the remaining eight after the following Summer holidays. These Scholarships are of the annual value of £30, tenable so long as the holder continues at the College. They are confined, as aforesaid, to the sons of clergymen, nominated for competition by the Life Governors; and every Life Governor having a nomination vacant may nominate a candidate. A list of the Life Governors is to be had from the Bursar of the College, price 1s. There are a number of other Scholarships in favour of clergymen's sons at this school; but for the most part such scholarships have reference to boys already entered at Marlborough.

Rossall School and Haileybury College also grant certain reductions to sons of clergymen who may win Scholarships. We need not here enter upon the several conditions laid down. Clergymen, who are for the most part University men, and well acquainted with our Public Schools may be supposed to know of the benefits they confer in the direction indicated, and of the regulations imposed upon candidates who seek to gain one of the Scholarships referred to.

Last, not least, there is the Clergy Orphan School at Canterbury, and St. John's Foundation School at Leatherhead, both of which institutions provide

gratuitous board and education for sons, orphan and otherwise, of the poorer clergy.

Medical men have their interests well cared for at Epsom College, which provides fifty Foundation Scholarships, conferring free board, clothing, and maintenance on the selected candidates, who must be sons of medical men. The office of this Institution is at 37, Soho Square, London, W.C.

CONCLUSION.

THE reader who has favoured the author with his confidence, and followed him attentively through the foregoing pages, will possibly have arrived at the same conclusion as himself, namely, that the cost of a boy's education and maintenance, in the ordinary way, at a Boarding School, must be a matter of serious consideration to those whose incomes fall short of £200 a year. And few will be prepared to question the fact, that in the case of a very large proportion of the Middle-classes that amount of income is not exceeded. A clerk in Government employ, or in the service of a large city firm, or bank, rarely receives more than that salary until after some years of patient waiting. He may be sufficiently zealous, and perform his duties with becoming fidelity; but the conditions of his employment are strict in defining that only after a given period has elapsed (it may be a year, or at some longer interval) shall he become entitled to increase of salary. Meanwhile, having married, he finds a

colony of youngsters springing up around him for whose future schooling some thought has to be taken.

With the enormous competition there is nowadays in every department of professional and commercial life—competition that must inevitably increase with the greater spread of education among the lower ranks of society—it can hardly be expected in the large majority of cases that salaries will range higher than they now are. The Lower Division of the Civil Service, for appointment to which there are always more than sufficient candidates, and in which the maximum limit of pay allowed after fifteen years' service is £250 a year, affords a safe index of the present state of the market as regards clerks. It shows that this sum is not below the average pay received by capable and deserving clerks in commercial employ before they have attained the age of from thirty to thirty-five years. There should be, then, a very considerable number of parents to whom the question which stands in the title-page of this book must have occurred with perplexing frequency, and with increasing knowledge of the difficulties to be overcome in satisfactorily answering it.

Practically, there is no alternative to the Day-school for parents of moderate means. And such

schools, in the London suburbs at least, are for the most part expensive, or of questionable value as places of education. The best Day-schools are, as has been already said, to be found in London itself and among the smaller Grammar and Endowed Schools of the provinces. In this statement must, of course, be included such of the more important Public Schools as may receive day-boys. For the reader's better satisfaction the author has compiled from authentic sources of information the following particulars of the board and tuition fees of various Schools which seem to be deserving of notice. It will be seen that in no instance does the total sum amount to more than £60 a year. All schools whose annual charges exceed that amount have been omitted. The particulars of these latter may be best obtained from the author's earlier work, "A Practical Handbook to the Principal Schools of England,"* which deals with the greater and more expensive institutions.

There is a school at Ardingley (near Hayward's Heath, on the London and Brighton line of railroad), known as St. Saviour's Lower School, in connexion with St. Nicolas College, Lancing. Its prospectus states that it is intended "for sons of poor gentlemen, tradesmen, small farmers, mechanics,

* Published by Messrs. Sampson Low & Co.

and others of small means." The expenses of board and education at this school are set down at the surprisingly low sum of £18 18s. a year. Framlingham Memorial College educates and maintains its scholars for £34 10s. a year. The Surrey County School at Cranleigh, Guildford, exacts £36 a year for the same advantages. And St. John's Middle School, Hurstpierpoint—"a public school for sons of professional men (so says its prospectus), of farmers, and of tradesmen"—charges for board and education, inclusive of all extras, £38 a year. Lower than these figures it would seem hardly possible to go, except in the case of charity and industrial schools which receive boys for nothing. Each of the above-named institutions, however, has been long established and is of known reputation. There are Private-adventure schools which profess to board and educate boys for £20 a year. The parent would do well to carefully inquire into the character of such schools before sending a son to one of them, bringing his own common-sense to bear on the probable expenditure in the one item of "board" alone. It would be barely prudent, most of us would say, to set aside less than £12 a year as the cost of maintaining a growing lad at home. For the additional £8, then, the schoolmaster professes to find suitable sleeping and other accommodation,

in addition to education, which, if properly provided, must entail considerable expense for house-rent, necessary repairs, playing-grounds, etc. The salaries of assistant masters are not likely to be small where efficient education is afforded. Where can the profit be on £20 a year—the parent may be sure that there is a profit somewhere—when the least sum that the Public Schools, with their considerable endowments, charge for education alone, is not less than that sum, and for board and education combined four times as much? And a boy at a Public School like Rugby, Harrow, or Marlborough, or even aristocratic Eton, gets little more than plain, daily fare of wholesome bread, and meat. What chances are there of a lad getting much of either, to say nothing of efficient instruction, on £20 a year? Anyone who may be curious to learn what honest schoolboy fare should be, let him visit the dining-hall of Christ's Hospital on some week day about the hour of one. Afterward, let him ask himself, what would be the probable cost per head of such fare in a Private-adventure school of say 200 boys?

Of schools which charge not less than £32 a year nor more than £42 a year for a boy's maintenance and education, the following are among the best:—Taunton Independent College, £32 to £42; Bishop's

Stortford Nonconformist Grammar School, £38 to £42; Kimbolton Grammar School, £40; Dorset County School, £42.

Of schools which charge not less than £42 per annum nor more than £54 for the same advantages, the following seem to be the more noteworthy:—Berkhamsted, King Edward the Sixth's School, £54; Cowbridge Grammar School, £50; Denstone, St. Chad's Grammar School, £50; Felsted School, £50; Loughborough Grammar School, £54; King William's College, Isle of Man, £42 to £48; Mansfield, Queen Elizabeth's School, £48; Ripon Grammar School, £54; Taunton Wesleyan Collegiate School, £42 to £50.

In the following schools the cost of board and education yearly does not exceed £60:—Cambridge, Perse Grammar School, £56; Chard Grammar School, £56; Cheltenham Grammar School, £45 to £60; Dedham Grammar School, the same, *viz.*, £45 to £60; Grantham Grammar School, £51 to £57; Monmouth Grammar School, £48 to £55; Newcastle-upon-Tyne Grammar School, the same charges; Peterborough, King's School, £56; and Tiverton, Blundell's School, £52 to £55.

After these come the more expensive Public Schools, whose fees we need not here discuss.

This handbook would be incomplete without

some reference were made to the instruction usually afforded boys in the schools brought under the reader's notice. In general, this should comprise—and, in fact, in the majority of the schools mentioned does comprise—the usual training in Classics (sometimes omitting Greek) and Mathematics, as well as regular instruction in English, French, German, Natural Science and Drawing. Not one of these subjects should be omitted or charged for as "extras"; they ought to form the ordinary curriculum of any good school. That Modern languages are most essential acquirements in these days of cheap travelling and severe competition every one will allow; and they ought at least to be as carefully studied at school as the more ancient Latin and Greek.

In the Appendix are published some of the latest Examination Papers set to the candidates for election to the Foundation of Westminster School, and for Scholarships at other of the great schools, as well as a selection from those set to Junior Candidates in the Universities' Local Examinations more particularly referred to in the second chapter. The parent may ascertain from those papers the standard of education which a youth may be expected to reach who presents himself as a candidate for one of the Foundation Scholarships of the greater schools.

The author trusts that he has now given all the essential information to enable a father, whose purse may be not too bountifully supplied, to answer the question, "Where shall I educate my son?" Few things would give him more real gratification than some day to hear that a boy, whose parents had not otherwise the means of suitably providing for his education, had through the instrumentality of this little book, seen his way to the foundation of a Public School. For the poorer of our youth those foundations were expressly created, and for many a long year were exclusively reserved. Let us hope that, by putting their shoulders to the wheel, our poor scholars may by their own abilities win back for themselves the prize which has fallen from their grasp, and which the narrow means of their parents seem now to be one of the greatest obstacles to their obtaining.

In bringing this book to a conclusion, the author would venture on one or two remarks to the boy whose earnestness or curiosity may lead him to look into its pages, with the view of one day doing his best to become a scholar of one of the Foundations which have therein been mentioned. If he should be so elected solely through his own energy and ability, he will have succeeded in doing that which hundreds of boys attempt to do, and fail

in. All the more honour, then, to him, to his parents, and instructors. He will enter his new school with all the prestige which belongs to a boy whose industry and talent have carried him thus far in a well-fought competition. But let him not grow conceited with success. The battle has but just begun. Some one has said, and the remark is not far from the truth, that a man is never so great a man as when—if the paradox may be pardoned—he is the boy-captain of a big school. He lives in a miniature principality, where his school-fellows are his subjects, and he reigns supreme. He stands senior of the senior class; he is "cock" player at cricket maybe, or football ; he is sturdy and well-trained with the oar; his ability finds due meed of recognition as editor of the school-journal; he is confidential adviser of the head master in matters of out-door discipline; he has the honour of numbering the assistant masters among his friends; and in his little world he carries himself with distinction, as if he were the leader or conqueror of battalions. His pride is an honest pride, and for the most part he has deserved well of his fellows. But, by-and-by, like Christopher Sly in the comedy, he will wake up to find himself bereft of his dignities, his principality gone from him and bestowed on another, his new posi-

tion that of a mere new-boy just admitted into another and infinitely bigger school—the School of Life. There's where the struggle begins. All that has gone before is but mere preparatory skirmishing, compared with what he has now to do to force his way to the front. But pluck, earnestness, hard work, and honesty of purpose will carry the day now as it did before. If success does not come at the first bidding, experience—that most ancient, severe, wise, and constant of all schoolmasters, keeping term for the whole race with never a vacation, or an absence—will help it along. Some occupation will have to be decided on in which experience will be the one stern teacher. The new and weightier burden taken up, it will have to be borne steadily onward to the end without faltering, without dispute:

> "Look on it, lift it, bear it solemnly,
> Stand up, and walk beneath it steadfastly.
> Fail not for sorrow, falter not for sin,
> But onward, upward, till the goal ye win."

A LIST OF ENDOWED, GRAMMAR, COUNTY, AND PROPRIETARY SCHOOLS

(Not otherwise mentioned in the foregoing pages), to which Day-boys are admitted and where the Fees for TUITION alone do not in the aggregate exceed £20 per annum. The average, it will be seen, is about £9 9s. per annum.

(The asterisk denotes "according to age.")

	Per Annum. £	s.	d.		Per Annum. £	s.	d.
Abergavenny Grammar School ..					6	6	0
Alcester Grammar School					4	4	0
Alford, Queen Elizabeth's School	4	0	0	to	6	0	0*
Almondbury (near Huddersfield) Grammar School	6	6	0	to	8	8	0*
Alnwick Corporation Grammar School					6	0	0
Andover Grammar School ..	6	6	0	to	8	8	0*
Appleby (Leicestershire) Grammar School					6	0	0
Appleby (Westmoreland) Grammar School					8	8	0
Ashburne (Derbyshire) Grammar School					10	10	0
Ashburton (South Devon) Grammar School					5	5	0
Ashby-de-la-Zouch Grammar School					12	0	0

	Per Annum.				Per Annum.		
	£	s.	d.		£	s.	d.
Ashford (Kent) Grammar School	10	10	0	to	12	0	0*
Atherstone Grammar School ..	6	0	0	to	9	0	0*
Audlem (Cheshire) Grammar School					9	0	0
Audley (North Staffordshire) Grammar School	3	0	0	to	6	0	0*
Baddow, Great (near Chelmsford, Essex), Endowed School ..					2	10	0
Bala Grammar School					3	0	0
Bangor Friars School	8	0	0	to	10	0	0*
Barnet, Queen Elizabeth's School					10	0	0
Barnstaple Grammar School ..					8	8	0
Barrow (Leicestershire) Grammar School					3	0	0
Basingstoke—The Queen's School	3	0	0	to	6	0	0*
Bath—King Edward's School ..	6	0	0	to	9	0	0*
Batley Grammar School.. ..	12	0	0	to	18	0	0*
Beaminster Grammar School ..	4	0	0	to	5	0	0*
Beaumaris Grammar School ..	6	0	0	to	8	0	0*
Beccles—Fauconberge Grammar School					10	10	
Beccles—Sir John Leman's Grammar School					5	0	0
Berkhamsted — King Edward's School					6	0	0
Berwick - on - Tweed Grammar School	6	6	0	to	8	8	0*
Bewdley Grammar School ..	4	4	0	to	9	0	0*
Birmingham — King Edward's School—							
High School					9	0	0
Middle School					6	0	0
Lower School					3	0	0
Birmingham — Queen's College High School	12	12	0	to	18	18	0*
Bishop Auckland Grammar School	6	0	0	to	12	0	0*
Bishop's Stortford School ..	15	0	0	to	18	0	0*
Blackburn Grammar School ..					8	8	0
Bolton-le-Moors Grammar School					4	4	0
Bootle College	10	10	0	to	12	12	0*
Borden (Kent) — The Barrow School	6	0	0	to	8	0	0*

	Per Annum. £	s.	d.		Per Annum. £	s.	d.
Boston Grammar School.. ..					6	0	0
Bovey-Tracey Grammar School..					6	0	0
Brackley — Magdalene College School					5	0	0
Bradford Grammar School ..	10	0		to	16	0	0*
Brecon—Christ College	8	8	0	to	10	10	0*
Brentwood Grammar School ..					9	0	0
Bridgnorth Grammar School ..					9	9	0
Brigg (Lincolnshire) Grammar School					8	0	0
Bristol Cathedral School ..					6	0	0
Bristol Grammar School ..	9	0	0	to	12	0	0*
Bromyard (near Worcester) Grammar School	2	0	0	to	3	0	0*
Bruton—The King's School ..	4	0	0	to	5	0	0*
Buckingham—St. John's Royal School	6	6	0	to	8	8	0*
Bungay Grammar School ..					9	0	0
Burford Grammar School ..					6	0	0
Burnley Grammar School ..	7	7	0	to	9	9	0*
Burton-on-Trent Grammar School	10	0	0	to	13	0	0*
Bury Grammar School	4	4	0	to	8	8	0*
Bury St. Edmunds — King Edward's School	12	0	0	to	18	0	0*
Bury St. Edmunds Middle School					3	0	0
Cambridge — Perse Grammar School	7	10	0	to	14	0	0*
Canterbury Middle School ..	5	0	0	to	6	10	0*
Cardiff College	12	12	0	to	18	18	0*
Cardigan Grammar School ..					5	0	0
Carlisle Grammar School ..	10	0	0	to	15	0	0*
Carmarthen—Queen Elizabeth's School	7	10	0	to	12	0	0*
Chard (Somersetshire) Grammar School					12	12	0
Charlbury (Oxford) Grammar School					6	6	0
Chelmsford — King Edward's School					6	0	0
Cheltenham — Pate's Grammar School	8	8	0	to	10	10	0*

	Per Annum. £	s.	d.		Per Annum. £	s.	d.
Chester—The King's School ..	10	10	0	to	18	18	0*
Chesterfield Grammar School ..					6	0	0
Chichester Prebendal School ..					12	12	0
Chigwell Grammar School ..					10	0	0
Chipping Sodbury Endowed School	3	0	0	to	4	0	0*
Chorley (Lancashire) Grammar School	4	4	0	to	12	12	0*
Cirencester Grammar School ..					6	6	0
Clitheroe Royal Grammar School	4	0	0	to	6	0	0*
Coatham (Redcar, Yorkshire) Grammar School	6	0	0	to	10	0	0*
Coggeshall (Essex) — Sir R. Hitcham's School					6	0	0
Colchester Royal Grammar School					16	16	0
Coleford—Bell's Grammar School	6	0	0	to	7	10	0*
Coventry — King Henry VIII's School					16	16	0
Cowbridge (Glamorgan) Grammar School					10	10	0
Crediton — Queen Elizabeth's Grammar School	5	5	0	to	6	6	0*
Crewkerne School					8	0	0
Crosby (Great)—Merchant Taylors' School	10	0	0	to	14	0	0*
Croydon — Whitgift Grammar School	10	0	0	to	15	0	0*
Darlington Grammar School ..	6	0	0	to	12	0	0*
Dartford Grammar School ..					12	12	0
Denbigh Grammar School ..	6	6	0	to	8	8	0*
Derby School		0	0	to	20	0	0*
Derby Middle-Class School ..					5	0	0
Devon (South Molton) County School					10	10	0
Deytheur (Montgomery) Grammar School	3	0	0	to	5	0	0*
Doncaster Grammar School ..	8	0	0	to	10	0	0*
Donington — Cowley's Grammar School					6	0	0
Dorset (Charn[illegible] County School					10	0	0
Dover College	13	13	0	to	18	18	0*

	Per Annum. £	s.	d.		Per Annum. £	s.	d.
Dudley Grammar School ..					8	0	0
Durham School					16	16	0
Edmonton—Latymer's School ..	6	0	0	to	10	0	0*
Ely Cathedral Grammar School	12	0	0	to	15	0	0*
Ely—Needham's School					1	10	0
Enfield Grammar School ..					6	0	0
Evesham—Prince Henry's School	9	0	0	to	10	0	0*
Exeter School	15	0	0	to	20	0	0*
Eye Grammar School					10	10	0
Farnham Grammar School ..					8	8	0
Faversham Grammar School ..					12	0	0
Felsted School					18	0	0
Fowey Grammar School.. ..	6	6	0	to	8	8	0*
Gainsborough—Queen Elizabeth's School					8	8	0
Giggleswick Grammar School ..					12	0	0
Gillingham Grammar School ..					4	0	0
Gloucester College School ..	12	12	0	to	15	15	0*
Gloucester—Crypt Grammar Schl.					10	0	0
Grantham Grammar School ..	6	0	0	to	9	0	0*
Grays Thurock (Essex) Endowed Middle-Class School					7	0	0
Guernsey—Elizabeth College ..	8	0	0	to	12	0	0*
Guildford—The Royal Grammar School	10	10	0	to	15	15	0*
Halesowen Grammar School ..	4	0	0	to	5	0	0*
Halifax Heath — Queen Elizabeth's Grammar School ..	8	0	0	to	12	0	0*
Halstead Grammar School ..	6	6	0	to	9	9	0*
Hampton-on-Thames Grammar School	10	10	0	to	13	13	0*
Hampton Lucy Grammar School					8	8	0
Handsworth Bridge Trust School	4	0	0	to	6	0	0*
Hanley Castle (Worcester) Grammar School	4	0	0	to	5	0	0*
Hartlebury Grammar School ..					9	0	0
Hastings Grammar School ..					9	0	0
Haverfordwest Grammar School	2	0	0	to	5	0	0*
Hawarden (Chester) Grammar School					6	6	0

	Per Annum. £	s.	d.		Per Annum. £	s.	d.
Hawkshead (Ambleside) Grammar School	4	4	0	to	5	5	0*
Henley-on-Thames Grammar Schl.					11	0	
Hepstonstall (near Manchester) Grammar School					2	2	0
Hereford Cathedral School ..	12	12	0	to	14	14	0*
Hereford County College ..					10	0	0
Hertford Grammar School ..					10	10	0
Heowsham (Westmoreland) Grammar School					12	0	0
Hexham Grammar School ..	4	4	0	to	6	6	0*
Hinckley Grammar School ..	4	0	0	to	8	0	0*
Hingham Endowed School ..					4	4	0
Hipperholme (Yorks) Grammar School					8	0	0
Holbeach Grammar School ..	6	0	0	to	10	0	0*
Honiton (Devon) Grammar School					10	10	0
Horncastle Grammar School ..	4	0	0	to	10	0	0*
Houghton-le-Spring (Durham) Grammar School					7	7	0
Huddersfield College	9	9	0	to	15	15	0*
Hull Grammar School	4	4	0	to	6	6	0*
Hull and East Riding College (Hull)	15	15	0	to	18	18	0*
Huntingdon Grammar School ..					6	6	
Hutton (North Preston) Grammar School					4	4	0
Ilminster Grammar School ..						4	0
Ipswich — Queen Elizabeth's School	15	15	0	to	18	18	0*
Jersey—Victoria College ..	8	0	0	to	14	0	0*
Kendall Grammar School ..	4	0	0	to	6	0	0*
Kettering Grammar School ..					2	2	0
Kibworth Grammar School ..					6	0	0
Kimbolton Grammar School ..					7	0	0
Kingsbridge (South Devon) Grammar School					5	0	0
King's Lynn Grammar School ..	3	6	0	to	10	10	0*
Kingston-on-Thames — Queen Elizabeth's Grammar School ..					10	10	0

	Per Annum. £	s.	d.		Per Annum. £	s.	d.
Kingston-on-Thames — Tiffins' Boys School					3	15	0
Kirkby Stephen Grammar School	4	4	0	to	8	8	0*
Kirkby Lonsdale Grammar School					5	5	0
Kirkham Grammar School ..					6	0	0
Kirton Grammar School					5	5	0
Knaresborough Grammar School					4	4	0
Lampeter Grammar School ..	6	6	0	to	8	8	0*
Lancaster Grammar School ..					5	5	0
Langport (Somerset) Grammar School					10	10	0
Launceston Grammar School ..					12	0	0
Launceston, St. Stephen's—Horwell's Endowed Schl.					5	5	0
Launceston, Dunheved College ..	11	11	0	to	15	15	0*
Leeds Grammar School	10	10	0	to	16	16	0*
Leicester—Wyggeston's School..	4	4	0	to	8	8	0*
Leigh Grammar School					4	4	0
Lewes Grammar School	10	10	0	to	15	15	0*
Lichfield Grammar School ..					8	0	0
Lincoln Grammar School ..	9	0	0	to	12	0	0*
Liverpool College—Middle School	6	6	0	to	11	11	0*
Lower School	3	3	0	to	5	5	0*
Liverpool Institute—High School	9	9	0	to	12	12	0*
London:—							
Battersea Grammar School, St. John's Hill, Wandsworth, S.W.	10	0	0	to	12	0	0*
Battersea—Sir Walter St. John's School, Battersea, S.W. ..	3	0	0	to	5	0	0*
Bishopsgate Upper School, Skinner Street, E.C... ..					5	0	0
Bow—Prisca Coborn's Schools					6	0	0
Brewers' Company's School, Tower Hill, E.C.					7	10	0
Coopers' Company's School, Ratcliff, E.					2	2	0
Cowper Street Middle-Class School					5	5	0
Gray's Inn Road — St. Bartholomew's Grammar School					4	4	0

	Per Annum. £	s.	d.		Per Annum. £	s.	d.
Greenwich—Roan School for Boys					6	0	0
Grocers' Company's School, Hackney					6	0	0
Haberdashers' School, Hatcham					8	0	0
Haberdashers' School, Hoxton					3	10	0
Hammersmith—Godolphin Schl.					12	12	0
Islington High School.. ..					12	12	0
Kensington Foundation School	14	14	0	to	17	17	0*
Leicester Square—Archbishop Tenison's School	5	5	0	to	6	6	0*
Lewisham Grammar School ..	9	0	0	to	12	0	0*
Marylebone Road Philological School					9	0	0
Mercers' School, College Hill..					5	0	0
Penge—Albermarle College ..					10	10	0
Regent's Park—St. Marylebone and All Souls Grammar School	4	4	0	to	7	7	0*
Southwark—Grammar School of St. Olave and St. John ..					6	6	0
Southwark—St. Saviour's Grammar School					6	0	0
Southwark—St. Alphege College School	6	6	0	to	8	8	0*
St. Clement Danes W.C.—Holborn Estate Grammar School					6	15	0
St. Pancras — Christ Church Middle-Class Schools ..	3	3	0	to	4	4	0*
Stationers' School, Fleet St. E.C.					7	0	0
United Westminster Schools ..	3	0	0	to	5	0	0*
Whitechapel Foundation School					7	7	0
Longwood (Yorks) Grammar School	3	0	0	to	6	0	0*
Loughborough Grammar School	5	5	0	to	7	7	0*
Louth (Lincolnshire) Grammar School	4	0	0	to	12	0	0*
Ludlow Grammar School ..	5	0	0	to	6	6	0*
Macclesfield—King Edward's School					9	9	0
Maidstone Grammar School ..					10	10	0
Man (Isle of)—King William's College	8	0	0	to	10	0	0*

	Per Annum. £	s.	d.		Per Annum. £	s.	d.
Manchester Grammar School ..					12	12	0
Manchester Commercial Schools..	6	0	0	to	9	0	0*
Mansfield — Queen Elizabeth's School	6	6	0	to	9	9	0*
March (Cambridge) Grammar School					4	0	0
Market Bosworth Grammar School	4	0	0	to	8	0	0*
Market Drayton Grammar School					8	8	0
Market Harborough Grammar Schl.	6	6	0	to	8	8	0*
Market Rasen—De Aston Grammar School					6	0	0
Marlborough — Royal Grammar School	6	0	0	to	8	0	0*
Masham (Yorks) Grammar School	4	4	0	to	8	8	0*
Merthyr Tydvil Proprietary School	6	6	0	to	12	12	0*
Middlesbrough High School ..	5	5	0	to	9	9	0*
Midhurst Grammar School ..					5	5	0
Mirfield Grammar School ..	4	0	0	to	6	0	0*
Monmouth Grammar School ..						0	0
Morpeth Grammar School ..					5	0	0
Mottram (Cheshire) Grammar School					3	0	0
Moulton Grammar School ..	5	5	0	to	6	6	0*
Nantwich Grammar School ..					5	0	0
Newbury — St. Bartholomew's Grammar School	6	6	0	to	8	8	0*
Newcastle-under-Lyne High School					13	10	0
Newcastle-under-Lyne Endowed Middle School					4	4	0
Newchapel (Tunstall) Grammar School					4	10	0
Newport (Essex) Grammar School					6	0	0
Newport (Isle of Wight) Grammar School	10	10	0	to	12	12	0*
Northallerton Grammar School..	4	4	0	to	8	8	0*
Northampton Grammar School ..	4	0	0	to	8	0	0*
Northleach Grammar School ..					7	7	0
Norwich Grammar School ..					16	10	0
Norwich Commercial School ..					4	4	0
Norwich, Alderman Norman's Endowed School					Free.		
Nottingham High School ..	4	4	0	to	8	8	0*
Nuneaton Grammar School ..	6	0	0	to	9	0	0*

	Per Annum. £	s.	d.		Per Annum. £	s.	d.
Oakham (Archdeacon Johnson's) Grammar School	12	0	0	to	16	0	0*
Odiham Grammar School ..					7	0	0
Ormskirk Grammar School ..	4	0	0	to	8	0	0*
Oswestry Grammar School ..	10	10	0	to	12	12	0*
Ottery St. Mary—King's School..					10	10	0
Oundle School					2	2	0
Oundle Laxton Modern School ..					2	2	0
Oxford—Christ Church Cathedral School	12	12	0	to	15	15	0*
Penistone Grammar School ..					1	10	0
Penrith Grammar School ..	6	6	0	to	10	10	0*
Peterborough—King's School ..	10	0	0	to	12	0	0*
Petersfield—Churchers' College..					9	0	0
Plymouth Corporation Grammar School	10	10	0	to	13	13	0*
Plympton Grammar School ..					10	10	0
Pocklington Grammar School ..					8	0	0
Portsmouth Grammar School ..	9	9	0	to	11	11	0*
Presteign Grammar School ..	3	0	0	to	6	0	0*
Preston Grammar School ..	4	4	0	to	10	10	0*
Probus School	9	9	0	to	12	12	0*
Ramsey (Hunts) Grammar School					10	0	0
Rastrick (Yorks) Grammar School					10	0	0
Reading—Royal Grammar School	10	0	0	to	20	0	0*
Reading—Kendrick Middle School					5	0	0
Reigate Grammar School ..	8	0	0	to	10	0	0*
Retford, East, Grammar School					10	0	0
Richmond (Yorks) School ..	8	8	0	to	16	16	0*
Ripon Grammar School	4	0	0	to	8	0	0*
Rishworth (near Halifax) Grammar School					Free.		
Risley (Derby) Latin School ..					8	0	0
Rochdale Grammar School ..					12	12	0
Rochester Cathedral Grammar School	15	0	0	to	20	0	0*
Rochester—Sir Joseph Williamson's Mathematical School ..	4	10	0	to	7	15	0*
Rotherham Grammar School ..	8	8	0	to	12	12	0*
Royston Grammar School ..					6	6	0

	Per Annum. £	s.	d.		Per Annum. £	s.	d.
Ruabon Grammar School ..					4	0	0
Rugeley Grammar School ..					2	0	0
Ruthin Grammar School ..	5	0	0	to	10	0	0*
Saffron Walden Grammar School	6	0	0	to	8	0	0*
Salisbury Cathedral School ..					Free.		
Salisbury Grammar School ..	5	5	0	to	7	7	0*
Sandbach Grammar School ..					10	0	0
Scarborough—St. Martin's Grammar School	6	6	0	to	12	12	0*
Scorton Grammar School ..					3	0	0
Sedbergh School					8	0	0
Sevenoaks Grammar School ..					15	0	0
Shaftesbury Grammar School ..					5	0	0
Sheffield Royal Grammar School					8	8	0
Sheffield Collegiate School ..	12	12	0	to	18	18	0*
Sheffield Higher Board School ..	(per week)				0	0	9
Shepton Mallet Grammar School	9	9	0	to	10	10	0*
Sherborne—Foster's Grammar ..	4	0	0	to	6	0	0*
Shipley—Salt's High School ..	6	6	0	to	10	10	0*
Skipton—Ermystead Grammar ..	3	0	0	to	6	0	0*
Sleaford — Carre's Grammar School	8	0	0	to	12	0	0*
Snettisham Grammar School ..					6	0	0
Soham (Cambs) Endowed School	4	10	0	to	6	0	0*
Solihull (Warwick) Grammar School					9	0	0
Southampton Grammar School ..					7	10	0
Southampton — Taunton's Trade School	2	10	0	to	3	0	0*
Spalding Grammar School ..					6	0	0
Spilsby Grammar School ..	4	10	0	to	6	0	0*
St. Albans — King Edward's School	8	0	0	to	10	0	0*
St. Asaph Grammar School ..					8	8	0
St. Bees Grammar School ..	6	0	0	to	10	0	0*
Stafford — King Edward VI. School	4	10	0	to	9	0	0*
Stamford—Browne's School ..	6	0	0	to	8	0	0*
Stand (near Manchester) Grammar School					5	0	0
Stevenage — Allen's Grammar School	3	0	0	to	6	0	0*

	Per Annum. £	s.	d.		Per Annum. £	s.	d.
Stockport Grammar School ..	8	0	0	to	12	0	0*
Stokesley — Preston's Grammar School	3	0	0	to	4	4	0*
Stone (Staffordshire) Grammar School	3	0	0	to	4	0	0*
Stourbridge Free Grammar School	6	0	0	to	10	0	0*
Stratford - on - Avon Grammar School	6	0	0	to	10	0	0*
Sudbury (Suffolk) Grammar School					8	0	0
Sutton Valence Grammar School					12	0	0
Swansea Grammar School ..					11	11	0
Tadcaster Grammar School ..					4	0	0
Tamworth Grammar School ..	5	0	0	to	10	0	0*
Tarvin (Cheshire) Grammar Schl.	4	0	0	to	5	0	0*
Taunton College School	10	10	0	to	15	15	0*
Taunton—Huish's School ..	3	0	0	to	6	0	0*
Tavistock—Kelly College ..					20	0	0
Tewkesbury Grammar School ..					14	14	0
Thame Grammar School.. ..					6	0	0
Thetford Grammar School ..					4	0	0
Thorne Grammar School.. ..					4	4	0
Thornton(Yorks)—Lady Lumley's Grammar School					8	8	0
Tideswell Grammar School ..					4	0	0
Tiverton—Blundell's School ..	12	0	0	to	18	0	0*
Tottenham Grammar School ..	6	0	0	to	8	0	0*
Torquay—St. Luke's School ..					7	0	0
Truro School					15	0	0
Uckfield Grammar School ..	7	0	0	to	10	0	0*
Upholland (near Wigan) Grammar School					4	4	0
Usk (Monmouth) Grammar School					2	0	0
Wainfleet (Lincoln) Magdalene College School	4	0	0	to	8	0	0*
Wakefield — Queen Elizabeth's School	8	0	0	to	14	0	0*
Wallasey Grammar School ..	5	10	0	to	9	10	0*
Wallingford Grammar School ..	3	15	0	to	4	16	0*

	Per Annum. £	s.	d.		Per Annum. £	s.	d.
Walsall—Queen Mary's School..	3	4	0	to	6	0	0*
Walsham (North) Paston Grammar School	4	0	0	to	8	0	0*
Wantage—King Alfred's Grammar School	12	12	0	to	15	15	0*
Ware (Herts) Grammar School					8	0	0
Wareside (Ware, Herts) Grammar School					8	8	0
Warminster—Lord Weymouth's Grammar School	12	12	0	to	16	16	0*
Warrington—Boteler Grammar School	9	0	0	to	12	0	0*
Warwick — King's Grammar School	9	0	0	to	12	0	0*
Wellingborough (North Hants) Grammar School—							
The Second Grade School ..					8	8	0
The Third Grade School ..					2	2	0
Wells Cathedral Grammar School	10	10	0	to	12	12	0*
Wem Grammar School	2	0	0	to	4	0	0*
Whalley (Lanc.) Grammar School					6	6	0
Whitchurch (Salop) Grammar School					4	4	0
Wickwar Endowed Grammar School	2	10	0	to	5	0	0*
Wigan Grammar School.. ..	1	11	0	to	1	17	0*
Wigton (Carlisle) Grammar School					5	5	0
Wimborne — Queen Elizabeth's School					8	8	0
Winchcombe (Gloucester)—Chandos Grammar School					4	4	0
Winchester Modern School ..	13	13	0	to	15	15	0*
Windermere Grammar School ..					6	0	0
Winwick (Lincoln) Grammar School					4	4	0
Wisbech (Cambs) Grammar School	6	0	0	to	8	0	0*
Witney (Oxon) Grammar School	4	4	0	to	12	12	0*
Wolverhampton Grammar School					4	10	0
Woodbridge Grammar School ..	4	0	0	to	8	0	0*
Woodstock Grammar School ..	4	0	0	to	8	0	0*
Woolwich and Plumstead High School					9	9	0

	Per Annum.				Per Annum.		
	£	s.	d.		£	s.	d.
Worcester Cathedral School ..	6	9	0	to	11	3	0*
„ Royal Free Grammar School	4	10	0	to	10	10	0*
Worfield (near Bridgenorth) Grammar School					8	0	0
Wortley (Leeds) Grammar School					4	4	0
Wotton-under-Edge Grammar School	6	0	0	to	10	0	0*
Wragley Grammar School ..	2	2	0	to	8	8	0*
Wrexham Grammar School ..	16	0	0	to	20	0	0*
Wycombe Grammar School ..	4	0	0	to	6	0	0*
Wymondham (Oakham) Grammar School					6	0	0
Yarm (Yorks) Grammar School	4	0	0	to	10	0	0*
Yarmouth (Great) Grammar and Commercial School	6	0	0	to	10	0	0*
York — Archbishop Holgate's School					6	0	0
York—Royal School of St. Peter	11	11	0	to	13	13	0*

APPENDIX.

EXAMPLES OF EXAMINATION PAPERS SET TO CANDIDATES FOR FOUNDATION AND OTHER SCHOLARSHIPS AT WINCHESTER, WESTMINSTER, RUGBY, HARROW, ETC.

WINCHESTER COLLEGE.

—:o:—

EXAMINATION PAPERS SET TO BOYS BETWEEN 12 AND 16 YEARS OF AGE, CANDIDATES FOR ELECTION TO THE FOUNDATION OF WINCHESTER COLLEGE, JULY, 1882.

ARITHMETIC.

[*N.B.—In assigning marks to this paper, consideration will be paid to the ages of the candidates.*]

I. FIND the G.C.M. of 5325 and 8307; the L.C.M. of 34, 68, 17, 2.

II. Find the value of—

1. $\frac{3}{4}$ of $\frac{4}{5}$ of 3
2. $\frac{1}{2}+\frac{3}{4}+\frac{5}{8}+\frac{7}{9}$
3. $5-2\frac{6}{7}$
4. $16\frac{2}{3}\div 12\frac{1}{2}$
5. $\dfrac{9\frac{7}{9}}{2\frac{1}{27}}$

III. Find the value of—

1. ·0003 × ·01 × 500000
2. 9.065 ÷ ·049
3. ·001953125 of £40.

IV. Work out by Practice the rent of 20A. 3R. 25P. a £5 7s. 5½d. per acre.

V. A man owes £360 16s. 3d., and can only pay £240 15s. 6d.; how much is this in the pound?

VI. A rectangular piece of ground of 780 square feet area was sold for £25,050; the cost was said to be £1,565 10s. for each foot facing the street: how many feet frontage were there? At the same rate how much would the land cost per acre?

Show that a square plot one acre in extent measures nearly 69½ yards each way.

VII. A man has an income of £558 2s. 6d. after paying 5d. in the £ for tax: what was the original income? If the income arises from 3 per cents. at £95, what is the value of his estate?

VIII. Find the difference between simple and compound interest on £2,784 15s. for three years at 4 per cent.

IX. A mixture contains 1 pound of A, 24½ pounds of B, 2 pounds of C, 12½ pounds of D: find how much per cent. there is of each.

X. A man in discounting a bill due three years hence, at the rate of 5 per cent., found the true discount on one year, and multiplied it by 3: by what fraction of the whole bill was he wrong?

ALGEBRA AND GEOMETRY.

[*N.B.—In assigning marks to this paper, consideration will be paid to the ages of the candidates.*]

I. Find the G.C.M. and L.C.M. of $6x^3-11x^2+5x-3$, and $9x^3-9x^2+5x-2$; leave the latter in factors.

Multiply $x^{\frac{2}{3}}+3x^{\frac{1}{3}}-1$ by $x^{\frac{2}{3}}-3x^{\frac{1}{3}}+1$.

II. Solve the equations:—

1. $x^2+\frac{1}{x^2}+x+\frac{1}{x}=4$

2. $\frac{\sqrt{1+x}}{1+\sqrt{1+x}}=\frac{\sqrt{1-x}}{1-\sqrt{1-x}}$

3. $xyz=231,$
$xyw=420,$
$yzw=1,540,$
$xzw=660.$

III. Show how to sum a geometrical series to n terms.

Prove that $.\dot{6}3\dot{7}=\frac{631}{990}$.

IV. If $a : b :: c : d$, show $a^3+b^3 : a^3-b^3 :: c^3+d^3 : c^3-d^3$.

Write down the 11th term of $\left(a-\frac{b}{2}\right)^{17}$.

V. The pth term of an arithmetic series is u, the qth term of the same is v; find the 7th term.

VI. If two angles of a triangle are equal to one another, the sides also which subtend, or are opposite to, the equal angles, shall be equal to one another.

VII. If two sides of a quadrilateral figure in a circle are parallel, prove that the other two must be equal.

VIII. Inscribe a circle in a given triangle, and a circle in a quadrant of a circle.

IX. Show how to divide a given line into seven equal parts.

X. Find the area of a triangle which is equilateral and has the three sides together equal to the four sides of a square whose area is a^2.

EXAMINATION PAPERS SET TO BOYS UNDER 13 YEARS OF AGE, CANDIDATES FOR ELECTION TO THE FOUNDATION OF WINCHESTER COLLEGE, JULY, 1882.

FOR LATIN ELEGIACS.

They talk with one another in manifold conversation,
  But of himself the old dog, Argus, knew his lord (hĕrum)
Then, for neither the form of his master escapes him, nor his words,
  He pricks his ear, and stretches out his grey head.
He, once swift to pass the fleeting stags,
  Now lies covered with dust on the foul ground.

With ears, and eyes, and tail he salutes the king;
As he desires to rise his feet had no power.
"What dog, thus noble to the view, lies here?" began the hero;
And though he willed it not, his cheeks grew moist.
But, when he had seen his lord after twenty years,
Did the fates of black death lay hold on Argus.

FOR LATIN PROSE.

So great was the consternation of the inhabitants of Londinium, when the news came that Jumbonius must leave the shores of England, that not even the judges and senators could refrain from openly expressing their grief. Added to these the voices of women and children were heard, exclaiming that now they were being shamefully deprived of their chief pleasure. "How long," said they, "must we endure such wrongs? Do not imagine, O Prefect of the gardens, that thy deceit is unknown. Thou hast sold for money to foreigners the joy of our children, the pride of our native land, the consumer of sweetmeats. What can be more disgraceful than for a noble animal, whom we all love, to be enticed against his will into a cage, exposed to the waves of the Atlantic, and delivered to the unknown tortures of his enemies?" To these complaints the Prefect replied that the money had been paid, and that the purchaser asked if it was just that so many thousands of the citizens of the great republic should be defrauded of the spectacle, which had now long since been promised to them.

GEOGRAPHY.

I. What is a glacier, an iceberg, a spring, a springtide, dew?

II. Draw a map of Italy, marking the chief ranges of mountains, rivers, and twelve important towns.

III. In what countries, and on what rivers, are the following towns:—Dresden, Oporto, New Orleans, Alexandria, Nijni Novgorod, Rustchuk, Montreal, Cordova, Rangoon, Liverpool?

IV. A Russian gentleman, averse to railways, wished to go from St. Petersburg to Odessa; name, in order, the seas and straits through which he would have to pass.

HISTORY.

I. The chief events of the reign of Edward I. giving the dates as nearly as you can.

II. In what English reigns do we hear the most of Ireland? Give a short account of the leading events connected with it.

III. With what events do you connect the following places:—Worcester, Runnymede, Torbay, Glencoe, Evesham, the Nore?

IV. Who were Jack Cade, Judge Jeffreys, Sir W. Wallace, Clive, Titus Oates, Sir Walter Raleigh, Lord Raglan, Anselm?

ST. PETER'S COLLEGE, WESTMINSTER.

——:o:——

EXAMINATION PAPERS SET TO BOYS ABOVE 12 AND BELOW 14 YEARS OF AGE, CANDIDATES FOR ELECTION TO THE FOUNDATION OF ST. PETER'S COLLEGE, WESTMINSTER, EASTER, 1883.

ARITHMETIC.

I. The quotient of a long division is 70,397 and the remainder is 791; find the divisor if the dividend is 69,130,645.

II. Reduce 5 tons 13 cwt. 23 lbs. 11 oz. to ounces, and find how many acres, etc., there are in 673,456 square yards.

III. A piece of ground with a frontage of 35 feet and a depth of 120 feet is sold for £210. What is the rate per acre?

IV. Simplify

$$1\tfrac{2}{3}+5\,(1\tfrac{1}{2}-\tfrac{7}{8})-\tfrac{5}{7}\text{ of }2\tfrac{5}{8};$$

also $1\tfrac{7}{8}$ of 2s. 8d. $+3\tfrac{1}{7}$ of 4s. 1d. $-6\tfrac{1}{11}$ of 2s. 9d.

V. Divide

4299·39 by 71·3, and 42·9939 by ·000713.

VI. Find the value of £·87,125, and reduce 5 cwt. 3 qrs. 4 lbs. to the decimal of a ton.

VII. Find by Practice the value of

9,713 articles at £2 16s. $8\tfrac{1}{4}$d. each;

also of a gold cup weighing 5 oz. 11 dwt. 21 grs. at £4 per oz.

VIII. What is the cost of papering a room 21 feet long

15 ft. wide, and 12½ ft. high with paper ¾ of a yard wide at 2½d. per yard, no allowance being made for doors or windows?

IX. Find the square root of 628,849.

X. If 306 bushels of corn will last 9 horses 26 weeks, how many weeks will 68 bushels last 13 horses at the same rate?

XI. Find the difference between the simple and compound interest on £2,500 at 4 per cent. for 4 years.

XII. Define true discount; and find how much the payer of a bill for £81 gains if 3 months before it is due he has at the rate of 5 per cent. per annum deducted from it instead of the true discount at the same rate.

FOR TRANSLATION.

I. Ovid, *Tristia*, IV. vi.

Tempore ruricolae patiens fit taurus aratri,
  Praebet et incurvo colla premenda iugo.
Tempore Poenorum compescitur ira leonum,
  Nec feritas animo, quae fuit ante, manet.
Quaeque sui monitis obtemperat Inda magistri
  Bellua, servitium tempore victa subit.
Tempus, ut extentis tumeat, facit, uva racemis,
  Vixque merum capiant grana, quod intus habent.
Tempus et in canas semen producit aristas;
  Et, ne sint tristi poma sapore, facit.
Hoc tenuat dentem terras renovantis aratri,
  Hoc rigidas silices, hoc adamanta terit.
Hoc etiam saevas paulatim mitigat iras,
  Hoc minuit luctus, maestaque corda levat.
Cuncta potest igitur tacito pede lapsa vetustas
  Praeterquam curas attenuare meas.

II. Xenophon, *Cyrop.* VIII. v.

Ἄνδρες Πέρσαι καὶ σύ, ὦ Κῦρε, ἐγὼ ἀμφοτέροις ὑμῖν εἰκότως εὔνους εἰμί· ὑμῶν μὲν γὰρ βασιλεύω, σὺ δέ, ὦ Κῦρε, παῖς ἐμὸς εἶ. δίκαιος οὖν εἰμὶ, ὅσα γιγνώσκειν δοκῶ ἀγαθὰ ἀμφοτέροις, ταῦτα εἰς τὸ μέσον λέγειν. τὰ μὲν γὰρ παρελθόντα ὑμεῖς μὲν Κῦρον ηὐξήσατε στράτευμα δόντες καὶ ἄρχοντα τούτου αὐτὸν καταστή-

σαντες, Κῦρος δὲ ἡγούμενος τούτου σὺν θεοῖς εὐκλεεῖς μὲν ὑμᾶς, ὦ Πέρσαι, ἐν πᾶσιν ἀνθρώποις ἐποίησεν, ἐντίμους δ' ἐν τῇ Ἀσίᾳ πάσῃ· τῶν δὲ συστρατευσαμένων τοὺς μὲν ἀρίστους καὶ πεπλούτικε, τοῖς δὲ πολλοῖς μισθὸν καὶ τροφὴν παρεσκεύακεν· ἱππικὸν δὲ καταστήσας Περσῶν πεποίηκε Πέρσαις καὶ πεδίων εἶναι μετουσίαν. ἦν μὲν οὖν καὶ τὸ λοιπὸν οὕτω γιγνώσκητε, πολλῶν καὶ ἀγαθῶν αἴτιοι ἀλλήλοις ἔσεσθε.

εἰκότως = naturally.
δίκαιος = entitled.
εἰς τὸ μέσον = publicly.
αὐξάνειν = to do honour to.
πλουτίζειν = to make rich.
μετουσία = a share.
αἴτιος = causing.

III. CAESAR, *B. G.* iv. 29.

Eadem nocte accidit, ut esset luna plena, qui dies maritimos aestus maximos in Oceano efficere consuevit, nostrisque id erat incognitum. Ita uno tempore et longas naves, quibus Caesar exercitum transportandum curaverat quasque in aridum subduxerat, aestus compleverat, et onerarias, quae ad ancoras erant deligatae, tempestas afflictabat, neque ulla nostris facultas aut administrandi aut auxiliandi dabatur. Compluribus navibus fractis reliquae cum essent funibus, ancoris reliquisque armamentis amissis ad navigandum inutiles, magna, id quod necesse erat accidere, totius exercitus perturbatio facta est. Neque enim naves erant aliae, quibus reportari possent, et omnia deerant, quae ad reficiendas naves erant usui, et, quod omnibus constabat hiemari in Gallia oportere, frumentum his in locis in hiemem provisum non erat.

IV. EURIPIDES, *Alcest.* 280–292.

Ἄδμητ', ὁρᾷς γὰρ τἀμὰ πράγμαθ' ὡς ἔχει,
λέξαι θέλω σοι πρὶν θανεῖν ἃ βούλομαι.
ἐγώ σε προσβεύουσα κἀντὶ τῆς ἐμῆς
ψυχῆς κατασιήσασα φῶς τόδ' εἰσορᾶν,
θνήσκω, παρόν μοι μὴ θανεῖν ὑπὲρ σέθεν,
ἀλλ' ἄνδρα τε σχεῖν Θεσσαλῶν ὃν ἤθελον,
καὶ δῶμα ναίειν ὄλβιον τυραννίδι,
οὐκ ἠθέλησα ζῆν ἀποσπασθεῖσά σου
ξὺν παισὶν ὀρφανοῖσιν· οὐδ' ἐφεισάμην,
ἥδης ἔχουσα δῶρ', ἐν οἷς ἐτερπόμην.
καίτοι σ' ὁ φύσας χὴ τεκοῦσα προὔδοσαν,
καλῶς μὲν αὐτοῖς κατθανεῖν ἧκον βίου,
καλῶς δὲ σῶσαι παῖδα κεὐκλεῶς θανεῖν.

πρεσβεύειν = to esteem highly.
καθιστάναι = to appoint.
ἀποσπᾶν = to sever.
φείδεσθαι = to spare, grudge.
φύειν = to produce, beget.
προδιδόναι = to abandon, desert.
παρὸν ἧκον are participles used in apposition to the sentence.

FOR LATIN PROSE.

In Egypt also they had an ox, which the people of that country adored and worshipped as a god, under the name of Apis. By their religion it was not lawful to suffer him to live above a certain number of years, at the end of which they drown him in a certain well or fountain of their priests, and then with great sorrow seek another to substitute in his place. Until they find him, they mourn and wail and shave their heads. But long they never are before they meet with another, and when they have him, he is by the priests brought to Memphis, where he hath two temples, which they call "bedchambers"; out of which all the people of Egypt, as from an oracle, are informed truly of things to come. For if this ox enter into the one of them, it is a lucky sign, but if he go into the other, it portendeth great misfortune. He foretelleth private persons of things to come by the manner of taking meat at their hands who come to know what fortune they shall have. He turned away his head from the hand of Germanicus Caesar and would eat no meat when he offered it, and he died for it not long after.

fas = lawful
puteus = a well.
nancisci = to meet with.
certior fieri = to be informed.
mersum enecare = to drown.
deradere = to shave.
thalamus = a bedchamber.
laetus = lucky.

GREEK AND LATIN GRAMMAR.

I. Give the abl. sing., gen. plur., and gender of silex, caput, gener, ordo, robur, hortus; and the acc. sing., dat. plur., and gender of *θρίξ*, *ἀγών*, *ἱερεύς*, *χάρις*, *ὕδωρ*, *δελφίς*.

II. Parse *συνεστῶτος*, *ἐνήνεκται*, *ᾔτινι*, *κεχαροίατο τεθέντα*, commentus, immotus, surrexe, osurus, velitis.

III. Write down the principal tenses of *ὁράω*, *διδάσκω*, *μεθίημι*, *ἀφίστημι*, *δάκνω*, and the perfect and supine of solvo, reperio, lavo, aufero, fingo, tero.

IV. Give the comparative and superlative of *σοφὸς*, *μέλας*, *ἄγχι*, *ἅρπαξ*, *κενὸς*, parvus, humilis, graviter, benevolus, nequam.

V. Distinguish between *οἰκάδε—οἰκόθεν*, *νεανίας—νεάνισκος*, *κήρυξις—κήρυγμα*, *ὁμῶς—ὅμως*, *οἱ κατὰ χθονὸς—οἱ κατὰ χθόνα*, pario—parturio, tumeo—tumesco, consulo aliquem—consulo alicui, sub noctem—sub nocte.

VI. Turn into the Oratio Obliqua (past time)—

"Senatui ego non deero, si audacter sententias dicere vultis: sin Caesarem respicitis, ut antea fecistis, ego mihi consilium capiam."

VII. Write down in all numbers and persons—

(1) 1 Aor. Opt. Pass. of *βάλλω*.
(2) 2 Aor. Imp. Mid. of *τίθημι*.
(3) Imperative of *εἰμί*.
(4) Imperf. Ind. Act. of *φιλέω*.
(5) Pres. Opt. Pass. of *χρυσόω*.

VIII. Frame short sentences, showing the construction of rogo, impero, potior, pudet, interest, obliviscor.

IX. Translate, explaining the construction:—*καὶ θέρους καὶ χειμῶνος—τὴλ' αὐτῇ πήληκι κάρη βάλε—διώξομαί σε δειλίας—χρῶμαι οἷς ἔχω βιβλίοις.*—Urbem quam statuo vestra est—emptum coenat olus—corona parvi ponderis—torva tuens.

X. Give the rules for the ordinary sequence of tenses in Greek and Latin, adding examples.

DIVINITY.

I. Explain the following passages, giving the context:—

(1) Thou art a great people, and hast great power: thou shalt not have one lot only.

(2) As the man is, so is his strength.

(3) For the divisions of Reuben there were great searchings of heart.

(4) Let fire come out from Abimelech, and devour the men of Shechem, and the house of Millo.

(5) Every one that lappeth of the water with his tongue, as a dog lappeth, him shalt thou set by himself.

(6) The man is near of kin to us, one of our next kinsmen.

II. Describe the passage of the Jordan, and point out its typical significance.

III. Quote passages from the Psalms, which refer to the humiliation and exaltation of Christ.

IV. Give a full account of the Judgship of Jephtha. Describe generally the characteristics of the period of the Judges, and the office of Judge.

V. In what part of the Holy Land were the territories of Asher, Dan, and Benjamin? What *special* mention of these tribes occurs in the books of Joshua and Judges?

VI. Give an outline of the 45th Psalm (*Eructavit cor meum*). To whom is it conjectured to have originally referred?

VII. What events are connected with Bethhoron, Bochim, Ai, Shiloh, Mount Ebal, Succoth?

VIII. Give a short account of the story of Ruth. To what period of Jewish history does the narrative appear to belong?

IX. Explain:—

(1) Put my tears into thy bottle.

(2) Moab is my washpot; over Edom will I cast out my shoe.

(3) Therefore will I remember thee from the land of Jordan, and of the Hermonites, from the hill Mizar.

(4) The Lord gave the word; great was the company of those that published it.

X. What is told about Achan, Jael, Othniel, Micah, Ehud, Manoah?

ENGLISH HISTORY.

*** *Do not try to answer more than Eight Questions.*

I. Of what races is the present English people composed? Illustrate from the English language the mixed character of the nation.

II. By what right did Henry II., Henry IV., and George I. ascend the throne? Write down the Sovereigns of the Houses of Stuart and of Brunswick, with dates.

III. In whose reign was "Magna Charta" signed? Why was it demanded? Give an account of its chief enactments, and point out their historical importance.

IV. What famous events in English history are connected with Evesham, Tewkesbury, Worcester, Fotheringay Castle, Sedgemoor?

V. Give an account of *two* of the following battles:—Hastings, Bannockburn, Naseby, the Boyne, Blenheim, Waterloo.

VI. Narrate the events of the reign of Edward III. *or* of Elizabeth.

VII. Give an account of the introduction of Christianity into Britain.

VIII. Narrate the naval career of Nelson.

IX. Give a short account of *three* of the following:—Edward the Confessor, Wiclif, Wat Tyler, Perkin Warbeck, Cranmer, John Hampden, Strafford, Nicholas Ferrar, William Pitt.

X. Give a short account of the writings of Chaucer, Dryden, Pope, and Wordsworth. Name your own favourite poet.

XI. Whom would you name as the greatest Sovereign, the greatest Prelate, and the greatest Statesman, in English history? Give brief reasons for your choice.

XII. Describe the Royal Standard of England. What is the historical meaning of the devices upon it?

RUGBY SCHOOL.

—:o:—

EXAMINATION PAPERS SET TO BOYS UNDER THE AGE OF 15, CANDIDATES FOR THE SCHOLARSHIPS AT RUGBY SCHOOL, JUNE, 1882.

(*In this examination allowance for age is made, the questions proposed being such as a well-taught boy between* 13 *and* 14 *might be supposed to have a fair chance of showing some proficiency in.*)

ARITHMETIC.

I. Add the difference of $9\frac{5}{8}$ and $3\frac{13}{14}$ to twice their sum.

II. How many men at wages of 24s. 8d. will earn the same amount as 37 men at 22s.?

III. If $\dfrac{4\frac{2}{3} - 2\frac{3}{8}}{5\frac{1}{3} - 2\frac{1}{8}}$ of some work is done in $\dfrac{26\frac{1}{11} - 2\frac{5}{7}}{21\frac{10}{11} + 6\frac{1}{7}}$ of an hour, how many minutes will be required to finish it?

IV. A gallon of water containing 277·274 cubic inches and weighing 10lbs., find the weight (to 3 decimal places of a lb.) of 10 cubic feet of water.

V. Express as a simple decimal $9 + \dfrac{1}{.1 + \dfrac{\cdot 01}{1\cdot 02}}$

VI. A cube of stone, of 9 inches edge, is immersed in a cistern partly filled with water, whose length and breadth are 1 ft. 9 in. and 1 ft. 3 in.; how much will it raise the water?

VII. If the planet Venus and the Earth revolve round the Sun in 224.7 and 365.25 days respectively, at what intervals will the three be in a line?

VIII. What sum, due in 10 months, will have the same present value as £100 due in 5 months, the annual rate of interest being 3 per cent.?

IX. Find the amount at Compound Interest of £735 in $1\frac{1}{2}$ years at 6 per cent. per annum; interest being payable half-yearly.

X. Goods are bought from a wholesale dealer at £20 per cwt.: and the retail dealer, after paying £2 8s. per cwt. for carriage, etc., sells them at 4s. 6d. per lb. If the wholesale prices rises 7 per cent., and the cost of carriage, etc., remains unaltered, what rise per cent. should there be in the retail price in order to make the same percentage of profit as before?

XI. How much Stock must be transferred from 3 per Cents. at $100\frac{5}{8}$, to 4 per Cents. at $99\frac{1}{2}$, to produce in the latter a half-yearly dividend of £50?

XII. Extract the Cube Root of 12 to 3 decimal places.

ALGEBRA AND GEOMETRY.

I. Divide $(x + y)^3 - 8z^3$ by $x + y - 2z$.

II. *Why* is $a^{10} \div a^6 = a^4$? Simplify $a^{(x+y)^2} \times a^{(x-y)^2}$ and $a^{(x+y)^2} \div a^{(x-y)^2}$.

III. Solve the equation

i. $\frac{1}{3}\left\{4c(1+x) - \frac{9}{4}(c-x)\right\} = \frac{1}{4}\left\{3c(1-x) - \frac{15}{3}(c+x)\right\}$.

ii. $\dfrac{1}{x-1} - \dfrac{1}{x+3} = \dfrac{1}{35}$.

iii. $ax + by = c$
$a^2x^2 - b^2y^2 = d^2$.

IV. Find the G.C.M. of

$$60x^4 + 3x^2 - 3 \text{ and } 25x^4 + 5x^3 - x - 1.$$

V. Prove that the sum of the cubes of any three consecutive numbers is divisible by three times the middle number.

VI. Simplify

$$\frac{1}{2x+2} - \frac{4}{x+2} + \frac{9}{2(x+3)} - \frac{x-1}{(x+2)(x+3)}.$$

VII. If $a : b :: c : d$ prove that $\frac{a^2}{b^2} = \frac{2a+c}{2b+d} \times \frac{2a-c}{2b-d}$.

VIII. Two men A and B are engaged for 10 days each: A is paid 1s. 6d. for every day he works, but forfeits 1s. every day he is idle; B is paid half-a-crown every day he works, and forfeits 2s. every day he is idle. At the end of the ten days they have earned 6s. between them. Find how many days each works, and how much each earns, and forfeits.

IX. Prove that $n(n-1)$ is the number of permutations of n things two at a time.

In how many ways could a crew of 4 men and a coxswain be selected from a ship's company of 25 men?

X. Expand $(a+2x)^6$ by the Binomial Theorem, and find the middle term of $(1-z)^{2n}$.

LATIN UNSEEN.

I. Vellem di immortales fecissent, patres conscripti, ut vivo potius Ser. Sulpicio gratias ageremus quam honores mortuo quaereremus. Nec vero dubito quin, si ille vir legationem renuntiare potuisset, reditus eius et vobis gratus fuerit et rei publicae salutaris futurus, non quo L. Philippo et L. Pisoni aut studium aut cura defuerit in tanto officio tantoque munere, sed cum Ser. Sulpicius aetate illos anteiret, sapientia omnes, subito ereptus e causa totam legationem orbam et debilitatam reliquit. Quod si cuiquam iustus honos habitus est in morte legato, in nullo iustior quam in Ser. Sulpicio reperietur. Ceteri, qui in legatione mortem obierunt, ad incertum vitae periculum sine ullo mortis metu profecti sunt: Ser. Sulpicius cum aliqua perveniendi ad M. Antonium spe profectus est, nulla revertendi. Qui cum ita affectus esset, ut, si ad gravem valetudinem labor accessisset, sibi ipse diffideret, non recusavit quo minus vel extremo spiritu, si quam opem rei publicae ferre posset, experiretur.

II. Felix, qui patriis aevum transegit in agris,
  Ipsa domus puerum quem videt, ipsa senem;
Qui baculo nitens, in qua reptavit arena,
  Unius numeret saecula longa casae.
Illum non vario traxit Fortuna tumultu;
  Nec bibit ignotas mobilis hospes aquas.
Frugibus alternis, non Consule, computat annum:
  Autumnum pomis, ver sibi flore, notat.
Idem condit ager Soles, idemque reducit:
  Metiturque suo rusticus orbe diem.
Ingentem meminit parvo qui germine quercum,
  Aequaevumque videt consenuisse nemus.
Proxima cui nigris Verona remotior Indis,
  Benacumque putat litora rubra lacum.
Sed tamen indomitae vires, firmisque lacertis
  Aetas robustum tertia cernit avum.
Erret, et extremos alter scrutetur Iberos.
  Plus habet hic vitae, plus habet ille viae.

LATIN PROSE.

A monkey was sitting up in a high tree, when, seeing some fishermen laying their nets in a river, he watched what they were doing. The men had no sooner set their nets, and retired a short distance to their dinner, than the monkey came down from the tree, thinking that he would try his hand at the same sport. But in attempting to lay the nets he got so entangled in them, that being well nigh choked he was forced to exclaim: "This serves me right; for what business had I, who know nothing of fishing, to meddle with such tackle as this?"

He called a council of war. The majority pronounced against fighting; and Clive declared his concurrence with the majority. Long afterwards, he said that he had never called but one council of war, and that, if he had taken the advice of that council, the British would never have been masters of Bengal. But scarcely had the meeting broken up when he was himself again. He retired alone under the shade of some trees, and passed near an hour there in thought. He came back determined to put everything to the hazard, and gave orders that all should be in readiness for passing the river on the morrow.

GREEK UNSEEN.

1. τί δῆτ' ἐμοὶ ζῆν ἡδύ; πρὸς τί χρὴ βλέπειν;
πρὸς τὰς παρούσας ἢ παρελθούσας τύχας;
εἷς παῖς ὅδ' ἦν μοι λοιπὸς ὀφθαλμὸς βίου·
τοῦτον κτενεῖν μέλλουσιν οἷς δοκεῖ τάδε.
οὐ δῆτα τοὐμοῦ γ' οὕνεκ' ἀθλίου βίου·
ἐν τῷδε μὲν γὰρ ἐλπὶς, εἰ σωθήσεται·
ἐμοὶ δ' ὄνειδος μὴ θανεῖν ὑπὲρ τέκνου.
ὦ τέκνον, ἡ τεκοῦσά σ', ὡς σὺ μὴ θάνῃς,
στείχω πρὸς Ἅιδην· ἢν δ' ὑπεκδράμῃς μόρον,
μέμνησο μητρὸς, οἷα τλάσ' ἀπωλόμην,
καὶ πατρὶ τῷ σῷ, διὰ φιλημάτων ἰὼν
δάκρυά τε λείβων καὶ περιπτύσσων χέρας,
λέγ' οἷ ἔπραξα. πᾶσι δ' ἀνθρώποις ἄρ' ἦν
ψυχὴ τέκν'· ὅστις δ' αὖτ' ἄπειρος ὢν ψέγει,
ἧσσον μὲν ἀλγεῖ, δυστυχῶν δ' εὐδαιμονεῖ.

2. Ἰδὼν οὖν ποτε αὐτὸν ἐν τῇ τοῦ Διὸς τοῦ ἐλευθερίου στοᾷ καθήμενον, ἐπεί μοι ἔδοξε σχολάζειν, προσῆλθον αὐτῷ. καὶ παρακαθιζόμενος εἶπον, Τί, ὦ Ἰσχόμαχε, οὐ μάλα εἰωθὼς σχολάζειν κάθησαι; ἐπεὶ τά γε πλεῖστα ἢ πράττοντά τι ὁρῶ σε ἢ οὐ πάνυ σχολάζοντα ἐν τῇ ἀγορᾷ. Οὐδὲ ἂν νῦν γε, ἔφη ὁ Ἰσχόμαχος, ὦ Σώκρατες, ἑώρας, εἰ μὴ ξένους τινὰς συνεθέμην ἀναμένειν ἐνθάδε. Ὅταν δὲ μὴ πράττῃς τι τοιοῦτον, πρὸς τῶν θεῶν, ἔφην ἐγώ, ποῦ διατρίβεις, καὶ τί ποιεῖς; ἐγὼ γάρ τοι πάνυ βούλομαί σου πυθέσθαι τί ποτε πράττων καλός τε κἀγαθὸς κέκλησαι, ἐπεὶ οὐκ ἔνδον γε διατρίβεις οὐδὲ τοιαύτη σου ἡ ἕξις τοῦ σώματος καταφαίνεται. καὶ ὁ Ἰσχόμαχος γελάσας ἐπὶ τῷ τί ποιῶν καλὸς κἀγαθὸς κέκλησται, καὶ ἡσθεὶς, ὥς γ' ἐμοὶ ἔδοξεν, εἶπεν, Ἀλλ' εἰ μὲν ὅταν σοι διαλέγωνται περὶ ἐμοῦ τινες καλοῦσί με τοῦτο τὸ ὄνομα οὐκ οἶδα· οὐ γὰρ δὴ ὅταν γέ με εἰς ἀντίδοσιν καλῶνται τριηραρχίας ἢ χορηγίας, οὐδεὶς, ἔφη, ζητεῖ τὸν καλόν τε κἀγαθόν, ἀλλὰ σαφῶς, ἔφη, ὀνομάζοντές με Ἰσχόμαχον πατρόθεν προσκαλοῦνται.

ἀντίδοσις = exchange.

GRAMMAR PAPER.

1. Write down the English, gender and accusative plural, of

lebes	ἱερεύς
rete	ἀηδών
lacunar	κλείς
sibilus	ἕ
far	ἄστυ

And the perfect indicative active of

auferre	λαγχάνω
confidere	μίγνυμι
oblino	κράζω
sordesco	φθάνω
frigesco	παρένθες.

II. Write down the verb only—using *μεθίστημι*—in these sentences—

(1) They were changing their house.
(2) He has changed to another place.
(3) Don't be changing your plans.
(4) I shall never change.

III. Put into Latin—

(1) It is too bad to be thought of.
(2) You might have known (use *licet*).
(3) The panic was so great that the camp might have been taken.
(4) So far from asserting that I know as much as you, I don't even know the extent of your knowledge.
(5) We were followed by a dog.
(6) I don't doubt you will do it, when you get home again.

IV. Compare the earlier and later uses of the Article in Greek.

V. Put into Greek—

I did it owing to you: facing the west: you are of the same mind as myself: so great was the army he had: he knew he was going to die: he gave it up though he might have kept it.

VI. Give reasons for the Subjunctive mood in the following sentences, without translating—

(1) migrantes cernas. (2) quid faceret? (3) sine eamus (4) hospes, qui omnia cuperet rite facta, abiit. (5) aedem vovit, si hostes fudisset. (6) questus est quod sibi negavissem.

VII. Put into Greek the words in Italics:

(1) *Whoever wishes,* may go. (2) Do not stop me *from coming.* (3) Do not go *till I come.* (4) They sent men *to say.* (5) They asked *who was absent.*

VIII. How do you render the indefinite pronoun "one" and the expression "without doing so and so" in Latin?

Give the vocative of "fluvius," the meaning of the symbol IIS. X, and the Latin in full for the day of the month.

GREEK IAMBICS.

O dearest of men save thou *me here*
Me bearing *commands* to tell the queen
Of these thy fellow-townsmen, suffering what kind of woes
They die by famine, and to get *relief.*
But not with bars accustomed shall he drive me
Back to the townsmen *hopeful* still in woe
Who sent me out with fresh hopes bright of face.

1. τὸν παρόντ ἐμέ. 2. ἐντολὰς. 3. τοὺς σοὺς
4. ἴᾶσιν. 6. ἐυέλπιδας.

GREEK PROSE.

I. If this fellow had not spoken the exact truth, he would not now be living.

II. Whosoever shall not be there, shall not carry off a prize.

III. Whenever he took a town, he did not banish the inhabitants till he had ascertained how many were in the place.

IV. Consider this my friends and reflect seriously in your minds that to-day it is not the law that is on trial (κρίνεται), touching its fitness or unfitness; but you yourselves are under examination (δοκιμάζεσθε) as to whether you are fit to receive kindnesses from others for the future, or no.

LATIN ELEGIACS.

All nature smiles to meet the coming Spring;
  But I am sad—my heart alone is sore.
I cannot take delight in anything,
  Because my darling Chloris is no more.

Poor tree, a gentle mistress placed thee here,
  To be the glory of the glade around;
Thy life has not survived one fleeting year,
  And she too sleeps beneath another mound.

But mark what differing terms your fates allow,
  Tho' like the period of your swift decay:
Thine are the sapless root and withered bough,
  Hers the green memory and immortal day.

DIVINITY AND HISTORY.

I. Who were the chief enemies conquered by David? What was the extent of his kingdom when greatest? What his first capital?

II. Under what Government were the Jews after the Captivity down to the destruction of Jerusalem?

III. Who were the Samaritans, the Sadducees, the Sanhedrin? What is known of the life and work of St. Peter after the day of Pentecost; and of Philemon, Eutychus, Philippi (in connection with St. Paul)?

IV. What constitutional changes were introduced at Athens by Solon, and by Cleisthenes? and at Rome by the Licinian Rogations, and by the Sempronian laws?

V. Give short accounts of, the Ionian Revolt, the Revolution of the Four Hundred, the Sacred War?

VI. How did the physical configuration of Italy affect the history of ancient Rome?

VII. Between whom were the following battles fought, and with what results, Mycale, Œnophyta, Leuctra, Ipsus, Alia, Asculum, Metaurus, Vercellae?

VIII. What do you know about, the Heptarchy, the Hundred Years' War, the Declaration of Independence, the two Caliphates, Guelfs and Ghibellines, the Thirty Years' War, the Division of Poland?

IX. Who were, Attila, Charles Martel, Peter the Hermit, Tamerlane, William the Silent, Charles the Twelfth of Sweden, Cortes, the Young Pretender, Dupleix, Mirabeau, Cavour?

X. Explain the following names and phrases, Pentecost, Jubilee, Proselyte, Canonical, the Vulgate, the Revised Version: Habeas Corpus, Act of Attainder, Balance of Power, Protection, the Cabinet, Home Rule, Disestablishment, Nihilists.

XI. What wars have there been in Europe since 1850, and what changes have they made in the map of Europe? In what wars out of Europe has England been engaged during the same period?

ENGLISH COMPOSITION.

*** *Do not attempt more than one of these six subjects.*

For English Essay.

(1) Hereditary Qualities.
(2) The Good Old Times.
(3) The Spirit of Compromise exemplified in English History.
(4) The Good and Evil of Romances.

For English Verse.

(5) The Death-bed of Garibaldi.
(6) The Battle on Mount Gilboa.

PHYSICAL GEOGRAPHY.

I. During what part of a month is the moon visible in the heavens at midnight?

II. Give the names and heights of the highest mountains in Great Britain, Europe, Asia, and South America.

III. What is about the distance in a direct line from London to Calcutta? By what different routes could you make the journey, and what are the chief places you would pass on each route?

IV. What is the cause of the muddiness seen in streams and rivers, and what becomes of the mud thus carried along? Give an example of large accumulations of such mud.

V. To what extent are valleys made by the streams which flow in them?

VI. What proofs are there that the climate of this country was at one time much colder than it is now?

VII. Give the names as far as you can of the larger animals now found wild in this country. Name any which have been exterminated by man, and also any which existed wild in pre-historic times, but have become extinct.

VIII. State what you know of the Natural History of the following products, and the parts of the world from which we derive them:—sugar, cotton, coffee, ivory, dates, rice, mahogany, teak, and india-rubber.

FRENCH UNSEEN.

TRANSLATE

I. Sire, c'est rarement qu'il s'offre une matière
A montrer d'un grand cœur la vertu tout entière.
Suivant l'occasion elle agit plus ou moins,
Et paroît forte ou foible aux yeuz de ses témoins.
Le peuple, qui voit tout seulement par l'écorce,
S'attache à son effet pour juger de sa force;
Il veut que ses dehors gardent un même cours,
Qu'ayant fait un miracle, elle en fasse toujours:
Après une action pleine, haute, éclatante,
Tout ce qui brille moins remplit mal son attente:
Il veut qu'on soit égal en tout temps, en tous lieux;
Il n'examine point si lors on pouvoit mieux,
Ni que, s'il ne voit pas sans cesse une merveille,
L'occasion est moindre, et la vertu pareille.

II. La nuit arriva. Le rose de la nature passa au violet, puis au bleu sombre. En bas, dans les cailloux de la rivière, luisait comme un miroir à main une petite flaque d'eau claire. C'était l'abreuvoir des fauves. Sur la pente de l'autre berge, on voyait vaguement le sentier blanc que leurs grosses pattes avaient tracé dans les lentisques. Cette pente mystérieuse donnait le frisson. Joignez à cela le fourmillement vague des nuits africaines, branches frôlées, pas de velours d'animaux rôdeurs, aboiements grêles des chacals, et là-haut, dans le ciel, à cent, deux cents mètres, de grands troupeaux de grues qui passent avec des cris d'enfants qu'on égorge ; vous avouerez qu'il y avait de quoi être ému.

III.
(1) A mon insu.
(2) Partir de ce pas.
(3) Sens dessus-dessous.
(4) A bon chat bon rat.
(5) Tirer à qui mieux mieux.
(6) Il m'en sut gré.
(7) Il n'en peut mais.
(8) Pour peu qu'il s'excuse.
(9) Comme vous voilà fait !
(10) Ce n'est pas là mon fait.
(11) Bâtir des châteaux en Espagne.
(12) Vous avez beau vous en défendre.
(13) Il a beaucoup de savoir vivre.
(14) Je vous le donne en dix !

IV. Translate into French :

We become men, not after we have been dissipated, and disappointed in the chase of false pleasure; but after we have ascertained, in any way, what impassable barriers hem us in through this life; how mad it is to hope for contentment to our infinite soul from the gifts of this extremely finite world; that a man must be sufficient for himself; and that for suffering and enduring there is no remedy but striving and doing. Surely, such lessons as this last, which, in one shape or other, is the grand lesson for every mortal man, are better learned from the lips of a devout mother, in the looks and actions of a devout father, while the heart is yet soft and pliant, than in collision with hard Fate.

FRENCH GRAMMAR AND COMPOSITION.

I. State *gender* of each of the following, and your *reason* for saying so:

Nuage, rage, pommier, poire, silence, agneau, oreille, légende, dictionnaire, grammaire.

II. Different meanings of the following, according as they are masculine or feminine:

Garde, critique, trompette, poêle, vase, pendule.

III. Give meaning and *Latin* derivation of

Forfait, aîné, aubépine, faîte, fainéant, à huis clos, à mi-côte, à l'affût, de prime saut.

IV. (1) Give the *Infinitives* of the Participles
Tissu, gisant, clos, échu, repu.

(2) The two *Participles* of
Ceindre, nuire, savoir, s'asseoir.

(3) The 3rd *Present* Sing. Indic. of
Seoir, vivre, requérir, bouillir.

V. (1) The origin of the French *Future* Tense.

(2) From what Latin Tense does the *Imperf. Subj.* come?

(3) What parts of Verbs are used *Substantively?*

N.B.—Give *instances* in answering all Question V.

VI. Give by complete instances 4 different constructions requiring *Subjunctive* mood in French.

VII. Discuss the concord of the *Participle* in the following sentences:

(1) Je lui ai *rendu* tous les livres qu'il m'a *prêtés.*
(2) Je lui ai rendu tous les services que j'ai *pu.*
(3) Elles se sont *jouées* de vous.
(4) Elles se sont *proposé* de vous irriter.
(5) Malgré les accidents qu'il y a *eu.*
(6) Nonobstant les malheurs qu'il a *eus.*
(7) Je l'ai *entendue* chanter.
(8) Je les ai *entendu* blâmer.

VIII. Put into French as literally as you can:

(1) Whatever your motives may be.
(2) Whatever excuses you may make.
(3) However sound your reasons are.
(4) Whatever you may intend to do.
(5) I've met no one whatever.
(6) I can do nothing whatever in the matter.

IX. Put into idiomatic French:

(1) I owe him a grudge.
(2) He's a perfect gentleman.
(3) That's right!
(4) He is five years older than I am.
(5) You have nothing to complain of.
(6) He took me unawares.
(7) Let's walk home arm in arm.
(8) You want too much pressing.

HARROW SCHOOL.

——:o:——

EXAMINATION PAPER SET TO BOYS UNDER THE AGE OF 14, CANDIDATES FOR THE ENTRANCE SCHOLARSHIPS TO HARROW SCHOOL, APRIL, 1883.

*** *No Books Allowed.*

LATIN AND GREEK.

The Senate suspects the Aetolians of favouring Antiochus. Aetolian ambassadors are sent to explain and deprecate the anger of the Senate.

I. Aetoli legati in senatum introducti, et interrogati ab uno senatore, *permitterentne arbitrium de se populo Romano*, deinde ab altero, *habiturine eosdem, quos populus Romanos, socios et hostes essent*, nihil ad ea responderunt; sed quum et causa eos sua et fortuna hortaretur, ut confitendo, seu culpae seu errori suo veniam peterent supplices, orsi a beneficiis in populum Romanum a se illatis, et prope exprobantes virtutem suam in Philippi bello, et offenderunt aures insolentia sermonis, et eo, vetera et obliterata repetendo, rem adduxerunt, ut haud paullo plurium maleficiorum gentis quam beneficiorum, memoria subiret animos patrum, et quibus misericordia opus erat, iram et odium irritarent.

II. *Rhesus came to Troy to help the Trojans against the Greeks. The first night, when he and his men were tired with their march, they were most of them killed in their sleep by Diomedes and Ulysses. The charioteer of Rhesus, who survives, accuses, in this speech, Hector himself of the murder, and says that he did it for the sake of the beautiful horses of Rhesus.*

σὺ ταῦτ' ἔδρασας· οὐδέν' ἂν δεξαίμεθα
ἄλλον· μακροῦ γε δεῖ σε καὶ σοφοῦ λόγου,
ὅτῳ με πείσεις μὴ φίλους κατακτανεῖν,

ἵππων ἐρασθεὶς. ὧν ἕκατι[1] συμμάχους
τοὺς σοὺς φονεύεις, πόλλ' ἐπισκήπτων[2] μολεῖν.
μὴ γάρ τι λέξῃς, ὥς τις Ἀργείων μολὼν
διώλεσ' ἡμᾶς· τις δ' ὑπερβαλὼν λύχους
Τρώων ἐφ' ἡμᾶς ἦλθ' ἄν, ὥστε καὶ λαθεῖν;
ἁπλῶς δ' Ἀχαιῶν οὐδέν' αἰτιώμεθα,
τὶς δ' ἂν χαμεύνας πολεμίων κατ' εὐφρόνην[3]
Ῥήσου μολὼν ἐξηῦρεν, εἰ μή τις θεῶν
ἔφραζε τοῖς κτανοῦσιν; οὐδ' ἀφιγμένον
τὸ πάμπαν ᾔσιν· ἀλλὰ μηχανᾷ τάδε,

[1] ἕκατι = ἕνεκα.
[2] ἐπισκήπτω, to enjoin, to order.
[3] εὐφρόνη, night.

III. *Cybele speaks to Jupiter and pleads for her ships, which she has given to Aeneas, and which Turnus is going to set on fire.*

Dardanio juveni naves, quum classis egeret
Laeta dedi; nunc sollicitam timor anxius urget.
Solve metus, atque hoc precibus sine posse parentem,
Neu cursu quassatae ullo nec turbine venti
Vincantur, prosit nostris in montibus ortas.
Filius huic contra, torquet qui sidera mundi;
O genetrix quo fata vocas? aut quid petis istis?
Mortaline manu factae immortale carinae
Fas habeant? cui tanta deo permissa potestas?
Immo ubi defunctae finem portusque tenebunt
Ausonios olim, quaecunque evaserit undis,
Dardaniumque ducem Laurentia vexerit arva,
Mortalem eripiam formam, magnique iubebo
Aequoris esse deas, qualis Nereia Doto
Et Galatea secant spumantem pectore pontum.

OXFORD AND CAMBRIDGE LOCAL EXAMINATIONS.

——:o:——

EXAMINATION PAPERS SET TO JUNIOR CANDIDATES (WHOSE AGE MUST NOT EXCEED 16 YEARS) IN THE LOCAL EXAMINATIONS OF THE UNIVERSITIES, JUNE, 1882. SEE *ante*, PAGE 9.

ARITHMETIC.

I. Add together—Seventeen hundred and seventy, a hundred and seventy thousand and seventy, and seventeen million eight hundred and twenty-nine thousand; and express the result in words.

II. Multiply 302,050 by 702.090; and 4 days 22 hrs. 33 min. 49 sec. by 401.

III. Out of a salary of 25 guineas per quarter, how much will be saved in a year when the expenditure is at the rate of 5s. 3d. per day?

IV. Divide 40,301A. 0R. 33P. 9Y. by 251.

V. Find the number of quarters, bushels, etc., in 2,559 pints.

VI. Find the value of

$$\left(\tfrac{7}{33} \text{ of } \tfrac{13}{20}\right) \div \left(\tfrac{52}{33} \text{ of } \tfrac{21}{20}\right); \text{ and of } \tfrac{2}{49} \text{ cwt.} + \tfrac{3}{7} \text{ lb.}$$

VII. Divide 4·00004 by ·0011; and reduce $\cdot 001\dot{2}\dot{6}$ to a vulgar fraction.

VIII. If $6\frac{1}{4}$ tons of coal cost £6 15s. 5d., what will be the price of 5 tons 3 cwt.?

IX. If 5 men and 9 boys could do a piece of work in 17 days, in how many days would 9 men and 12 boys do it; the work of 2 men being equal to that of 3 boys?

X. Find the simple interest on £2,970 16s. 8d. for 3 years 73 days at £3 2s. 6d. per cent.

XI. A man buys goods which he sells again for £11 18s. $0\frac{1}{2}$d., making a profit of 16 per cent.; what is the buying price?

XII. Pipes *A* and *B* can fill a cistern in 3 minutes and 5 minutes respectively, and *C* can empty it in $7\frac{1}{2}$ minutes. In what time will the cistern be filled when *A*, *B*, and *C* are all open?

LATIN.

I. Translate into English:—

(1) Bellum me *gerere* cum Jugurtha jussistis, quam rem nobilitas aegerrume tulit. Quaeso, reputate cum animis vostris, num id mutari melius sit, si quem ex illo globo nobilitatis ad hoc aut aliud tale negotium *mittatis*, hominem veteris prosapiae ac multarum imaginum et nullius stipendi: scilicet ut in tanta re ignarus omnium trepidet *festinet*, sumat aliquem ex populo monitorem offici sui. Ita plerumque evenit, uti quem vos imperare jussistis, is sibi imperatorem alium *quaerat*. Atque ego scio, Quirites, qui, postquam consules facti sunt, et acta majorum et Graecorum militaria praecepta legere coeperint: praeposteri homines: nam gerere quam *fieri* tempore posterius, re atque usu prius est.

[The following passage is not to be attempted by those who offer Virgil also.]

(2) Nostri foeda fuga, plerique abjectis armis, proxumum collem occupavere. Nox atque praeda castrorum hostis, quo minus victoria uterentur, *remorato sunt*. Deinde Jugurtha postero die cum Aulo in conloquio verba facit: tametsi ipsum cum exercitu fame et ferro *clausum* teneret, tamen se memorem humanarum rerum, si secum foedus faceret, incolumis omnis sub jugum missurum: praeterea uti diebus decem Numidia decederet.

II. Translate, with brief explanations:

(1) Inter manipulos funditores et sagittarios *dispertit.*
(2) Is eo tempore contubernio patris ibidem militabat.
(3) Majores vestri parandi juris et majestatis *constituendae* gratia bis per secessionem armati Aventinum occupavere.

III. Parse (conjugating) the following verbs as they occur above—gerere, mittatis, festinet, quaerat, fieri, remorata sunt, clausum, libuerat, dispertit, constituendae.

IV. Translate into English:

(1) *Accipite* ergo animis, atque haec mea figite dicta.
Quandoquidem Ausonios coniungi foedere Teucris
Haud *licitum*, nec vestra capit discordia finem:
Quae cuique est fortuna hodie, quam quisque secat spem,
Tros Rutulusne *fuat* nullo discrimine habebo;
Seu fatis Italum castra obsidione tenentur,
Sive errore malo Troiae monitisque sinistris.
Nec populos *solvo:* sua cuique *exorsa* laborem
Fortunamque ferent. Rex Iupiter omnibus idem.
Fata viam invenient.

[The following passage is not to be attempted by those who offer Sallust also.]

(2) Ille pedem *referens* et inutilis inque ligatus
Cedebat, clipeoque inimicum hastile trahebat:
Prorupit iuvenis, seseque immiscuit armis,
Iamque assurgentis dextra plagamque ferentis
Aeneae subiit mucronem, ipsumque morando
Sustinuit. Socii magno clamore sequuntur,
Dum genitor nati parma protectus *abiret,*
Telaque *coniiciunt,* proturbantque eminus hostem
Missilibus. Furit Aeneas, tectusque tenet se.

V. Parse the following words, as they occur above, giving the perfect and supine in each case:—accipite, solvo, referens, abiret, coniiciunt; and parse licitum, fuat, and exorsa.

VI. Translate, with short explanatory notes, explaining also the construction of the words in italics:

(1) Et dedit *esse deas* aevumque agitare sub undis.
(2) Traiecto missa lacerto
Protinus hasta fugit, servatque cruenta tenorem.

(3) Alma parens Idaea deum, *cui* Dindyma *cordi.*
(4) Haud illi stabunt Aeneia *parvo*
Hospitia.
(5) Pronus pendens in verbera telo
Admonuit biiugos.
(6) *Justae quibus* est Mezentius *irae.*
(7) Longe fallente sagitta.

VII. Translate into English:

At sperat adolescens, diu se victurum: quod sperare idem senex non potest. Insipienter sperat. Quid enim stultius, quam incerta pro certis habere, falsa pro veris? Senex ne quod sperat quidem habet. At est eo meliore conditione quam adolescens, cum id, quod ille sperat, hic iam consecutus est. Ille vult diu vivere, hic diu vixit. Quanquam, o dii boni, quid est in hominis vita diu?

VIII. Translate into Latin:

Pompeius, hearing of the capture of Oricum and Apollonia, was afraid of losing Dyrrachium, where he had great stores, and pressed forward without resting day or night. It was reported that Caesar was approaching: and such was the terror of the army that almost all the men from Epirus deserted, a great many threw away their arms, and the march had the appearance of a flight.

XI. Turn into *Oratio Obliqua:*

Bellum ego populo Romano neque feci, neque factum umquam volui: at finis meos advorsum armatos armis tutatus sum. Id omitto, quando vobis ita placet: gerite, quoad voltis, cum Jugurtha bellum. Ego flumen Muluccham, quod inter me et Micipsam fuit, non egrediar, neque id intrare Jugurtham sinam

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GREEK.

I. Translate:

(1) Ἀλλ' ἐγώ φημι ταῦτα μὲν φλυαρίας εἶναι· δοκεῖ δέ μοι ἄνδρας ἐλθόντας πρὸς Κῦρον οἵτινες ἐπιτήδειοι σὺν Κλεάρχῳ ἐρωτᾶν ἐκεῖνον τί βούλεται ἡμῖν χρῆσθαι· καὶ ἐὰν μὲν ἡ πᾶξις ἡ παραπλησία οἵαπερ καὶ πρύσθεν ἐχρῆτο τοῖς ξένοις, ἕπεσθαι καὶ ἡμᾶς καὶ μὴ κακίους εἶναι τῶν πρόσθεν τούτῳ συναναβάντων· ἐὰν δὲ μείζων ἡ πρᾶξις τῆς πρόσθεν φαίνηται καὶ ἐπιπονωτέρα καὶ ἐπικινδυνοτέρα, ἀξιοῦν ἢ πείσαντα ἡμᾶς ἄγειν ἢ πεισθέντα πρὸς φιλίαν ἀφιέναι.

[The following passage is not to be attempted by Candidates who offer Homer also.]

(2) Πρὸ δὲ αὐτῶν ἅρματα διαλείποντα συχνὸν ἀπ' ἀλλήλων τὰ δὴ δρεπανηφόρα καλούμενα· εἶχον δὲ τὰ δρέπανα ἐκ τῶν ἀξόνων εἰς πλάγιον ἀποτεταμένα καὶ ὑπὸ τοῖς δίφροις εἰς γῆν βλέποντα, ὡς διακόπτειν ὅτῳ ἐντυγχάνοιεν. ἡ δὲ γνώμη ἦν ὡς εἰς τὰς τάξεις τῶν Ἑλλήνων ἐλῶντα καὶ διακόψοντα. ὁ μέντοι Κῦρος εἶπεν ὅτε καλέσας παρεκελεύετο τοῖς Ἕλλησι τὴν κραυγὴν τῶν βαρβάρων ἀνέχεσθαι, ἐψεύσθη τοῦτο· οὐ γὰρ κραυγῇ ἀλλὰ σιγῇ ὡς ἀνυστὸν καὶ ἡσυχῇ ἐν ἴσῳ καὶ βραδέως προσῄσαν.

2. Parse—*συνεσπειραμένην, ἀπόφηναι, ἐδύνω, μεμνῆο, κατακεκόψεσθαι, ἕστασαν, εἴσεται, προοῖτο, ἠνέσχετο.* Point out any irregularity in the formation of any of these words.

III. Point out the exact force of the prepositions in the following passages:

(1) Βουλεύεται ὅπως μήποτε ἔσται ἐπὶ τῷ ἀδελφῷ.

2) Μισθωθῆναι δ' οὐκ ἐπὶ τούτῳ ἔφασαν.

(3) Ἐτάχθησαν οὖν ἐπὶ τεττάρων.

(4) Οὐ γὰρ ἦν πρὸς τοῦ Κύρου τρόπου ἔχοντα μὴ ἀποδιδόναι.

(5) Ἡ δὲ Μιλησία ἐκφεύγει γυμνὴ πρὸς τῶν Ἑλλήνων.

(6) Βουλευόμενος ὅ, τι δίκαιόν ἐστι καὶ πρὸς θεῶν καὶ πρὸς ἀνθρώπων.

IV. Translate:

(1) 'Ξεῖν', ἐπεὶ ἆρ δὴ ταῦτά μ' ἀνείρεαι ἠδὲ μεταλλᾷς,
μέλλεν μέν ποτε οἶκος ὅδ' ἀφνειὸς καὶ ἀμύμων
ἔμμεναι, ὄφρ' ἔτι κεῖνος ἀνὴρ ἐπιδήμιος ἦεν·
νῦν δ' ἑτέρως ἐβόλοντο θεοὶ κακὰ μητιόωντες,
οἳ κεῖνον μὲν ἄϊστον ἐποίησαν περὶ πάντων
ἀνθρώπων, ἐπεὶ οὔ κε θανόντι περ ὧδ' ἀκαχοίμην,
εἰ μετὰ οἷς ἑτάροισι δάμη Τρώων ἐνὶ δήμῳ,
ἠὲ φίλων ἐν χερσὶν, ἐπεὶ πόλεμον τολύπευσεν.
τῷ κέν οἱ τύμβον μὲν ἐποίησαν Παναχαιοὶ,
ἠδέ κε καὶ ᾧ παιδὶ μέγα κλέος ἤρατ' ὀπίσσω.
νῦν δέ μιν ἀκλειῶς Ἅρπυιαι ἀνηρείψαντο.'

[The following passage is not to be attempted by Candidates who offer Xenophon also.]

(2) 'Τηλέμαχ', ἤτοι ταῦτα θεῶν ἐν γούνασι κεῖται,
ὅστις ἐν ἀμφιάλῳ Ἰθάκῃ βασιλεύσει Ἀχαιῶν·
κτήματα δ' αὐτὸς ἔχοις καὶ δώμασι σοῖσιν ἀνάσσοις.
μὴ γὰρ ὅγ' ἔλθοι ἀνὴρ ὅστις σ' ἀέκοντα βίηφιν
κτήματ' ἀπορραίσει, Ἰθάκης ἔτι ναιεταώσης.
ἀλλ' ἐθέλω σε, φέριστε, περὶ ξείνοιο ἐρέσθαι,
ὁππόθεν οὗτος ἀνὴρ, ποίης δ' ἐξ εὔχεται εἶναι
γαίης, ποῦ δέ νύ οἱ γενεὴ καὶ πατρὶς ἄρουρα·
ἠέ τιν' ἀγγελίην πατρὸς φέρει ἐρχομένοιο,
ἢ ἑὸν αὐτοῦ χρεῖος ἐελδόμενος τόδ' ἱκάνει;
οἷον ἀναΐξας ἄφαρ οἴχεται, οὐδ' ὑπέμεινεν
γνώμεναι· οὐ μὲν γάρ τι κακῷ εἰς ὦπα ἐῴκει.'

V. Parse—φῇσιν, σφῇσιν, βίηφιν, νύσφι, ἄμμι, ἠρήσαντο, ἔσσο, σχομένη, ξυνίει.

VI. Distinguish between—ἄναξ and βασιλεύς; ὠῦε and ἐνθάδε; αὐλὴ and μέγαρον; γάμος, εἰλαπίνη and ἔρανος; ὕσσα and ὅσσα; and explain the meaning of the epithets in αἰπὺν ὄλεθρον, ἀμύμονος Αἰγίσθοιο, εἰλίποδας ἕλικας βοῦς.

VII. Unprepared Translation:

Ὅτε ἑάλω τὸ Ἴλιον, οἰκτείραντες οἱ Ἀχαιοὶ τὰς τῶν ἁλισκομένων τύχας, καὶ πάνυ ἑλληνικῶς τοῦτο ἐκήρυξαν, ἕκαστον τῶν ἐλευθέρων ἓν, ὅτι καὶ βούλεται, τῶν οἰκείων ἀποφέρειν ἀράμενον. Ὁ οὖν Αἰνείας τοὺς πατρῴους θεοὺς βαστάσας ἔφερεν, ὑπεριδὼν τῶν ἄλλων. Ἡσθέντες οὖν ἐπὶ τῇ τοῦ ἀνδρὸς εὐσεβείᾳ οἱ Ἕλληνες, καὶ δεύτερον αὐτῷ κτῆμα συνεχώρησαν λαβεῖν. Ὁ δὲ τὸν πατέρα πάνυ σφόδρα γεγηρακότα ἀναθέμενος ὤμοις ἔφερεν. Ὑπερεκπλαγέντες οὖν καὶ ἐπὶ τούτῳ οὐχ ἥκιστα, πάντων αὐτῷ τῶν οἰκείων κτημάτων ἀπέστησαν· ὁμολογοῦντες, ὅτι πρὸς τοὺς εὐσέβεις τῶν ἀνθρώπων, καὶ τοὺς θεοὺς καὶ τοὺς γειναμένους δι' αἰδοῦς ἄγοντας, καὶ οἱ φύσει πολέμιοι ἥμεροι γίνονται.

VIII. Grammatical Questions:

(1) Give the genitive singular and dative plural of στρουθὺς, στῖφος, κρέας, πρᾶος, ἕ.

(2) Go through the paradigms of the 2nd aorist passive of βλάπτω, 1st aorist active of αἴρω, 1st aorist middle of σπάω, future-perfect passive of ἐρέω (φημί), and 2nd aorist middle of ἀνατίθημι.

(3) Explain the meaning of and give examples of the—Elliptical Genitive, Accusative Absolute, Ethical Dative, Pleonastic Infinitive, and Attraction of the Relative.

GEOGRAPHY.

I. In the map of England and Wales which accompanies the Papers (1) draw the Scotch border and the boundaries of the counties of Cornwall, Kent, Lincoln, Carnarvon: (2) trace the course of the rivers Avon (Warwickshire), Ouse (Yorkshire), Severn, Trent, Wharfe: (3) mark with an asterisk, writing the name beside it, the position of the following places—Carlisle, Gloucester, Hastings, Hull, Milford Haven, Newark, Snowdon, Southampton, Worcester, and Yarmouth.

II. How are lines of latitude and longitude drawn? Explain the mode of determining by means of them the position of places on the Earth's surface.

If it is noon in London, what o'clock will it be at St. Petersburg (about 30° E.), and at New Orleans (about 90° W.)?

III. Enumerate in order the mouths of the great rivers passed in coasting from the Zuyder Zee to Gibraltar, naming the ports at the mouths of any of them.

IV. Describe shortly the nature of the Gulf Stream, and of the Trade Winds. What are icebergs, cyclones, moraines?

V. Draw a sketch map of Australia, showing the position and extent of the several colonies.

VI. Trace the course of the Danube, naming in order the chief tributaries on the right bank, and the principal towns by which it passes. What States does it flow through or between?

VII. What imports come to England through the Suez Canal, and from what countries?

VIII. Describe shortly but accurately the position of Bosnia, the Jura Mountains, the lake of Constance, Newfoundland, Nepaul, Nicaragua, Sumatra, the Transvaal.

FRENCH.

I.

I. Give the plural of opéra, général, clou, éventail, roi, jeu, hôtel, amen, quel joli réveille-matin, ce gros chou-fleur.

II. Form the masculine of cantatrice, maligne, déesse, directrice; and the feminine of pêcheur, neveu, tiers, duc, Henri, nègre, aigu, Parisien.

III. Give the second person sing. pres. indic. and subj. of—Vaincre, ouvrir, changer, valoir, créer; and the present and past participles of absoudre, falloir, fâcher, croître, vieillir.

IV. Distinguish the meaning of the following when they are masculine and when they are feminine: page, souris, poste, mode, tour, faux. What are the genders and meanings of guerre, parapluie, rôle, foire, orage, misère?

V. Translate carefully:

(1) Mais alors, comme toutes les fois que, depuis l'époque de la conquête normande une invasion de l'étranger avait *menacé* l'Angleterre, son heureux destin détourna d'elle le péril. Jamais ce fait n'a été plus saisissant que sous la Révolution et l'Empire; et, pour peu qu'on *veuille* réfléchir, la raison demeure confondue devant les obstacles sans nombre et tout à fait indépendants de la volonté et du génie de l'homme, qui, à diverses époques et durant huit siècles, *se sont interposés* entre l'Angleterre et ses ennemis.

(2) Hoche redoubla d'efforts et de vigilance, tout en se renfermant strictement dans ses instructions: il sut, à l'aide des prêtres qu'il traitait avec beaucoup d'égards et de bienveillance, organiser sur tous les points une police très active, et *prévenir* ainsi par la rapidité de son action beaucoup de désordres. Il *acquérait* en même temps chaque jour davantage la certitude d'un soulèvement prochain et général.

(3) C'est à Hoche surtout qu'*appartient* l'honneur de ce résultat glorieux, à lui qui se montrant tout à la fois chef et soldat, administrateur et tribun populaire, a fait passer le feu électrique de son âme au cœur d'une garnison divisée et découragée, a *mis*, en quinze jours, une place délabrée en état de résister à un ennemi formidable et a su le contraindre à la retraite.

Parse the words in italics after the following model :

Aima, 3rd person sing. pret. def. indic. active, from aimer, 1st conjug.

II.

I. Turn into English :

Un cultivateur, M. Martin, de Trouville, près de Mars-la-Tour, vient de découvrir, en labourant un de ses champs, une magnifique chevalière en or ; il la remit à un officier en garnison à Metz, en le priant de la faire parvenir aux héritiers du défunt qui, à son avis, avait dû tomber à la bataille de Mars-la-Tour, le 16 Août, 1870.

La bague était ornée d'un jaspe vert sur lequel était gravée une couronne de comte ; l'autorité militaire de Metz se mit en *quête* du propriétaire. Ces recherches *viennent d'*aboutir.

Le propriétaire en question est un officier qui a pris part a la bataille de Mars-la-Tour ; il n'y est pas mort, mais il a perdu le bijou pendant une charge, et il habite actuellement son château, près de la frontière hollandaise. Il ne *manquera* certes pas *de* témoigner sa gratitude à l'honnête agriculteur qui l'a *fait* rentrer si inopinément en possession d'un bijou de famille.—*Journal des Débats*, 1er Janvier, 1882.

Quête.—Account for the circumflex accent in this word.

II. Turn into English :

(1) Nous venons à Paris ; nous venons de Londres ; nous venons de chanter.

(2) Vous manquez de persévérance ; vous manquez à vos parents ; ne manquez pas à la réunion ; que vous manque-t-il ? ; vous avez manqué votre vocation.

(3) Il fait mal ; cela fait mal ; qu'est-ce que cela me fait ? ; faites-les entrer ; faites-leur savoir cette nouvelle.

III. Turn into French :

What do you order them to do? We owe you many thanks. They are to speak at once. About ten, about fifty. We beg you to come and dine. If I fall, avenge me. We write to our friends the fourth of each month. They answer us on the fourteenth. Have they any school friends? Let us not betray family secrets. He was a cavalry general. This is a building stone.

IV. As the power of the king [Athelstan] became predominant in Britain, his influence began *to be felt* on the continent. He maintained a friendly correspondence with several foreign courts; and three princes, destined to *act* important parts (*rôles*) in the concerns of Europe, were educated under his protection.

The first was Haco, the younger son of Harold Harfagre, the powerful King of Norway. When the father sent the child to the English court, he *presented* the king *with* a magnificent ship, of which the sails were of purple, while the beak (*proue*) was covered with plates (*plaques*) of gold, and the inside was *hung* round *with* gilded shields.

N.B.—It may help the Candidate to use the following equivalents:

to be felt	i.e. to make itself felt.
to act	„ to play.
presented with	„ made a present of.
hung with	„ decorated.

V. Give the French for Britain and Brittany.

GERMAN.

A.

Translate into English:

(1) Machen Sie mich so schlimm wie Sie wollen, ich will darum doch nicht schlechter von mir denken als von meinem Hunde. Vorigen Winter ging ich in der Dämmerung an dem Kanale und hörte etwas winseln. Ich stieg herab und griff nach der Stimme, und glaubte ein Kind zu retten und zog einen Pudel aus dem Wasser. Auch gut, dachte ich. Der Pudel kam mir nach, aber ich bin kein Liebhaber von Pudeln. Ich jagte ihn fort, umsonst; ich prügelte ihn von mir, umsonst. Ich liess ihn des Nachts nicht in meine Kammer; er blieb vor der Thür auf der Schwelle. Wo er mir zu nahe kam, stiess ich ihn mit dem Fusse; er schrie, sah mich an und wedelte mit dem Schwanze. Noch hat er keinen Bissen Brot aus meiner Hand bekommen, und doch bin ich der einzige, dem er hört und der ihn anrühren darf. Er springt vor mir her und macht

mir seine Künste unbefohlen vor. Es ist ein hässlicher Pudel, aber ein gar zu guter Hund. Wenn er es länger treibt, so höre ich endlich auf, den Pudeln gram zu sein.—*Minna von Barnhelm* 1. *Aufzug*, 8. *Auftritt.*

(2) Bei meiner armen Seele, ich thu' es nur der Interessen wegen! Wenn ich manchmal dachte: wie wird es mit dir auf's Alter werden? wenn du zu Schanden gehauen bist? wenn du nichts haben wirst? wenn du wirst betteln gehen müssen? So dachte ich wieder: Nein, du wirst nicht betteln gehen; du wirst zum Major Tellheim gehen; der wird seinen letzten Pfennig mit dir theilen; der wird dich zu Tode füttern; bei dem wirst du als ein ehrlicher Kerl sterben können.—*Minna von Barnhelm* 3. *Aufzug*, 7. *Auftritt.*

B.

Grammatical questions:

(1) Write down the genitive singular, with the definite article and the nominative plural of: *Hund, Stimme, Kanal, Kammer, Schwanz, Brot* (Pass. 1).

(2) Decline in the singular and plural: der hässliche Pudel; ein hässlicher Pudel; hässlicher Pudel.

(3) Write down the infinite and past participle of: *zog, stieg, griff, kam, schrie, sah* (Pass. 1).

(4) Decline the interrogative pronouns: *wer* (who) and *was* (what).

(5) Write down the comparative and superlative form: *gut, viel, wenig.*

(6) Explain why in *Vorigen Winter ging ich in der Dämmerung an dem Kanale* (Pass. 1) the verb *ging* is placed before the personal pronoun *ich.*

C.

Translate into English:

Wien, 9 Januar, 1882. Am 2 Januar machte ein junger Offizier von dem Jägerbataillon welches in Eastebuoys liegt, einen Spaziergang in der Umgegend. Als er auf dem Rückwege begriffen war und den prächtigen Anblick über den Canal

bewunderte, wurde er von einem zu Kovaievic's Bande gehörigem Räuber überfallen. Da der Boden feucht war, gelang es dem Räuber sich geräuschlos an den Offizier heranzuschleichen. Mit der einen Hand fasste er nach dem Halse des Offiziers, mit der andern zog er ihm den Säbel aus der Scheide. Der Offizier der sich entwaffnet sah, erstaunte nicht wenig dass der Räuber, der bis zu den Zähnen bewaffnet war, von seinen Waffen keinen Gebrauch machte, sondern nur die Uhr sammt silberner Kette sich aneignete und die Börse des Offiziers verlangte. Gleich darauf machte er sich aus dem Staube, nachdem er dem Offizier den Säbel zürückgestellt hatte. Seit diesem Vorfall ist der Befehl ertheilt, dass künftighin kein Offizier oder Soldat allein die Ortschaften verlassen darf.—*Londoner Journal*, 21 *Januar*, 1882.

D.

Translate into German:

(1) I have not yet had time to read the book which you lent me, but I hope I shall be able to read it, attentively, during the holidays which soon will be here.

(2) There are four seasons in the year: spring, summer, autumn, and winter. The present winter has been very mild till now; we have had no snow and but little frost, but fogs and rain have not been wanting.

(3) The two largest towns in Europe are London, the capital of England, and Paris, the capital of France.

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